

## COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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## COUNSELING PSYCHOLOGY LITERATURE

### PHASE 2: 1999-2013



**College Counseling & Psychological Services Knowledge Base  
COUNSELING PSYCHOLOGY LITERATURE  
PHASE 2: 1999-2013**

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**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1A: GENDER & ETHNICITY**

**Bardone-Cone, A.M, Weishuhn, A. S., & Boyd, C. A. (2009). Perfectionism and bulimic symptoms in African American college women: Dimensions of perfectionism and their interactions with perceived weight status. *Journal of Counseling Psychology, 56* (2), 266-275.**

African-American women are at a lower risk for eating disorders such as anorexia nervosa and bulimia nervosa compared to Caucasian women. This study examines the relations between perfectionism and bulimic symptoms in African American women. Ninety-seven women completed a set of questionnaires at two different points, 5 months apart. The results indicated that women with high levels of maladaptive perfectionism the felt overweight exhibited higher levels of bulimic symptoms. Suggestions for future research are provided.

**Byars-Winston, A., Estrada, Y., Howard, C., Davis, D., & Zalapa, J. (2010). Influence of social cognitive and ethnic variables on academic goals of underrepresented students in science and engineering: A multiple-groups analysis. *Journal of Counseling Psychology, 57* (2), 205-218.**

Social cognitive variables, ethnic variables, and perceptions of campus climate were examined to investigate the academic interests and goals of African American, Latino/a, Southeast Asian, and Native American students that identified as wither biological science majors or engineering majors. Results indicated there was a significant relationship between outcome expectations and interests and outcome expectations and goals. Other-group orientation was positively related to self-efficacy and there was support for self-efficacy-mediated relationship between perceived campus climate and goals. Implications for future research are discussed.

**Chang, E. C., Hirsch, J. K., Sanna, L. J., Jeglic, E. L., & Fabian, C. G. (2011). A preliminary study of perfectionism and loneliness as predictors of depressive and anxious symptoms in Latinas: A top-down test of a model. *Journal of Counseling Psychology, 58* (3), 441-448.**

Latinos/as currently make up the nation's largest minority group, yet there is little focus in the research regarding Latinos/as. This study utilizes a top-down approach to examining perfectionism and loneliness as predictors of depressive and anxious symptoms. A sample of 160 Latinas were measured on perfectionism, loneliness, depressive symptoms, and anxious symptoms. Results indicated the perfectionism and loneliness were associated with depressive and anxious symptoms with loneliness being found as a predictor in both depressive and anxious symptoms. Implications for future research is discussed.

**Cheng, H. & Mallinckrodt, B. (2009). Parental bonds, anxious attachment, media internalization, and body image dissatisfaction: Exploring a mediation model. *Journal of Counseling Psychology, 56* (3), 365-375.**

Research has shown there is a relationship between body image dissatisfaction and internalization in women and internalization of media images that portray unhealthy ideals of thinness. The authors examined the strength of parental “care” and body image dissatisfaction as well as the relationship between adult attachment anxiety and the internalization of media images with body image dissatisfaction. The results indicated that both mother and father care were negatively associated with attachment anxiety and attachment anxiety was positively associated with internalization of media influence, media influence was positively associated with body image dissatisfaction. Implications are discussed.

**Choi, J. L., Rogers, J. R., & Werth, J. L. (2009). Suicide risk assessment with Asian America college students: A culturally informed perspective. *The Counseling Psychologist, 37*(2), 186-218.**

This article discusses assessing suicide risk specifically with Asian American college students. The authors first review the importance of confidentiality, informed consent, and standards of care. They then discuss Asian American students’ cultural values and the experiences in the United States. Cultural considerations and ways to manage breaking confidentiality when assessing suicide are also discussed. Finally, the authors suggest the Collaborative Assessment and Management of Suicidality model and the Suicide Intervention Response Inventory-2 as culturally sensitive assessments when working with Asian-American college students.

**David, E. J. R., Okazaki, S., & Saw, A. (2009). Bicultural self-efficacy among college students:**

**Initial scale development and mental health correlates. *Journal of Counseling Psychology, 56* (2), 211-226.**

Bicultural students are students who have been extensively exposed to two different cultures which may include cultural or ethnic minorities, multiracial individuals, and immigrants. This study is to develop and validate the Bicultural Self-Efficacy Scale (BSES) and examine the relationship between bi-racial self-efficacy and psychological well-being. Two hundred and sixty eight participants were administered the BSES, the Vancouver Index of Acculturation (VIA), the Satisfaction With Life Scale (SWLS), the Mood and Anxiety Symptoms Questionnaire (MASQ), and the Marlowe-Crowne Social Desirability Scale (MCSD). The study found the BSES to have internal consistency and validity in regards to measuring a bicultural individual’s ability to negotiate between the six dimensions of bicultural competence. Also, results of the study indicated that perceived bicultural self-efficacy was related to the students’ psychological well-being.

**Davidson, M. M., Gervais, S. J., Canivez, G. L., & Cole, B. P. (2013). A psychometric examination of the interpersonal sexual objectification scale among college men. *Journal of Counseling Psychology, 60* (2), 239-250.**

The purpose of this study was to examine the factor structure of the Interpersonal Sexual Objectification Scale. The scale consists of 15 items and two subscales. An exploratory factor analysis suggests a 3 factor structure. The exploratory and confirmatory factor analysis provided evidence that the scale is structurally valid for college men.

**Ellis, L. M. & Chen, E. C. (2013). Negotiating identity development among undocumented immigrant college students: A grounded theory study. *Journal of Counseling Psychology*, 60 (2), 251-264.**

A qualitative study was conducted to explore the experiences of 11 undocumented immigrant college students. Semi-structured interviews were used to acquire data regarding acculturation, ethnic identity, and educational and career pursuits. Results indicated 4 major themes: “sewn with two threads” to describe bicultural identity; enhancement of positive attributes as a result of documentation struggles; challenging reflections; identity formation as an ongoing negotiation. Implications for educators and counselors are discussed.

**Franche, V., Gaudreau, P., & Miranda, D. (2012). The 2 X 2 model of perfectionism: A comparison across Asian Canadians and European Canadians. *Journal of Counseling Psychology*, 59 (4), 567-574.**

Researchers compared the relationship between 4 subtypes of perfectionism (socially prescribed perfectionism, self-oriented perfectionism, mixed perfectionism, and nonperfectionism) and academic outcomes for Asian Canadian and European Canadian students. Participants were measured on perfectionism, GPA and academic satisfaction. Results indicated that mixed perfectionism was associated with higher GPA for both European and Asian Canadians as well as nonperfectionism being associated with lower GPA. However, self-oriented perfectionism was associated with higher GPA for European Canadian students only. Suggestions for future research are discussed.

**Iwamoto, D. K. & Liu, W. M. (2010). The impact of racial identity, ethnic identity, Asia values, and race-related stress on Asian Americans and Asian International college students' psychological well-being. *Journal of Counseling Psychology*, 57 (1), 79-91.**

The researchers investigate how racial identity, ethnic identity, Asian values, and race-related stress are associated with the psychological well-being among Asian Americans and Asian international students. Participants completed the Asian Values Scale-Revised, Multigroup Ethnic Identity Measure, People of Color racial Identity Attitudes scale, Asian American Race-Related stress Inventory, and the Scale of Psychological Well-Being. Results indicated the racial identity statuses such as Internalization, Immersion-Emersion, Dissonance, Asian values, and Ethnic Identity Affirmation and Belonging were significant predictors of well-being. In addition, the researchers found a relationship between Asian values, dissonance, and conformity with race-related stress and well-being. Implications for future research and practice are discussed.

**Levant, R. F., Hall, R. J., & Rankin, T. J. (2013). Male Role Norms Inventory-Short**

**Form(MRNI-SF): Development, confirmatory factor analytic investigation of structure and measurement invariance across gender. *Journal of Counseling Psychology*, 60 (2), 228-238.**

The authors developed and tested a short form of the Male Role Norms Inventory Revised (MRNI-R). The MRNI-Short Form (MRNI-SF) has 21 items measuring traditional masculinity ideology. Factor analysis provides evidence for reliability and validity of the instrument. The MRNI-SF overcomes limitations of other masculinity ideology measures. Implications are discussed.

**Lightsey, O. R., Jr., Wells, A. G., Wang, M.-C., Pietruszka, T., Çiftçi, A., & Stancil, B. (2009). Emotion-oriented coping, avoidance coping, and fear of pain as mediators of the relationship between positive affect, negative affect, and pain-related distress among African American and Caucasian college women. *The Counseling Psychologist*, 37(1), 116-146. <http://dx.doi.org/10.1177/0011000007312991>**

Researchers investigated whether college women's emotionally oriented coping styles and fear of pain mediated the relationship between negative affect and Pain Related Distress (PD). Participants were 287 undergraduate female African American and Caucasian college students. Results revealed that fear of pain and emotionally oriented coping styles fully mediated the relationship between negative affect and PD for Caucasian women and partially mediated this relationship among African American women. Researchers concluded that the current study provides preliminary evidence for the hypothesis that reducing college women's reliance on emotional oriented coping and fears of pain might reduce PD.

**Mackinnon, S. P., Sherry, S. B., Graham, A. R., Stewart, S. H., Sherry, D. L., Allen, S. L., . . . McGrath, D. S. (2011). Reformulating and testing the perfectionism mode of binge eating among undergraduate women: A short-term, three-wave longitudinal study *Journal of Counseling Psychology*, 58 (4), 630-646.**

Women in a university setting are vulnerable to binge eating due to experiencing psychological and interpersonal stressors. Personality traits such as perfectionism can also play a factor to binge eating. This study tests and reformulates the perfectionism model of binge eating (PMOBE). The reformulated PMOBE analyzes the 4 binge eating maintenance variables (interpersonal discrepancies, low interpersonal esteem, depressive affect, and dietary restraint) in relation to destructive aspects of perfectionism (concerns for mistakes). Results indicated that concerns over mistakes predicted changes in binge eating over time and conditions in which binge eating is likely to occur. Factors such as stability and vulnerability were also found to be related to concern over mistakes. The reformulated PMOBE's incremental validity was supported by the research. This study supports the notion that perfectionism is a core aspect of eating problems.

**McDermott, R. C. & Lopez, F. G. (2013). College men's intimate partner violence attitudes: Contributions of adult attachment and gender role stress. *Journal of Counseling Psychology*, 60 (1), 127-136.**

Research has suggested that certain beliefs accepting physical, sexual, and psychological violence are risk factors for intimate partner violence. This study examines the combined contributions of

adult attachment anxiety and attachment avoidance and masculine gender role stress in prediction of intimate partner violence. Male college students surveyed on experience in close relationships, masculine role stress, social desirability, attitudes toward male dating violence, and attitude toward intimate partner violence. The results indicated that the relationship between attachment insecurity and internalized traditional male role norms mediated acceptance of intimate partner violence. Implications for intimate partner violence prevention are discussed.

**McFarland, M. B. & Petrie, T. A. (2012). Male body satisfaction: Factorial and construct validity of the body parts satisfaction scale for men. *Journal of Counseling Psychology*, 5, 9, 2, 329-337.**

Body dissatisfaction has been identified as a key factor in men's development of eating disorders and depression. The Body Parts Satisfaction Scale for Men (BPSS-M) is a measurement used to assess body dissatisfaction among men. This study examine the validity and factor structure of the scale. The study indicated the support was found for convergent, discriminant, and concurrent validity. Results also indicated the body satisfaction contributes to men's experience of disordered eating, negative affect and mood, and psychological well-being.

**Miller, M. J., Minji, Y., Hui, K., Choi, N.Y., & Lin, R. H. (2011). Acculturation, enculturation, and Asian American college students' mental health and attitudes toward seeking professional psychological help. *Journal of Counseling Psychology*, 58 (3), 346-357.**

Research has suggested that Asian Americans have higher rates of mental illness than suspected but underutilize mental health services. This study examines the effects acculturation, enculturation and acculturated stress have on Asian American's attitude toward seeking psychological services. The authors measured behavioral acculturation and enculturation, values acculturation, values acculturation, acculturative stress, acculturation gap family conflict, mental health, and attitudes toward seeking professional help. The results supported previous research for the model of acculturation and enculturation related to Asian American students' mental health and attitudes toward seeking psychological help. The study also had new findings such as there was a significant relationship between behavioral acculturation and mental health. Future directions for research are discussed.

**Ojeda, L., Flores, L. Y., & Navarro, R. L. (2011). Social cognitive predictors of Mexican American college students' academic and life satisfaction. *Journal of Counseling Psychology*, 58 (1), 61-71.**

The Social Cognitive Model of Well Being was used to predict academic and life satisfaction for Mexican American students attending a Hispanic-Serving Institution. Participants were measured on positive affect, acculturation and enculturation, college self-efficacy, college outcome expectations, academic goal progress, academic satisfaction, and life satisfaction. The results indicated that positive associations were found between positive affect and enculturation, acculturation, college self-efficacy, academic satisfaction, and life satisfaction. In addition, 38% of the variance in academic satisfaction were explained by the predictor variables. Implications for future research are discussed.

**Parent, M. C. & Moradi, B. (2011). His biceps become him: A test of objectification theory's application to drive for muscularity and propensity for steroid use in college men. *Journal of Counseling Psychology*, 58 (2), 246-256.**

Objectification theory was used to analyze college men's body image problems such as a drive for muscularity and propensity to use anabolic steroids. Two hundred and seventy college aged men were measured on internalization of cultural standards of attractiveness, body surveillance, body shame, drive for muscularity, outcome expectation for steroid use and intention to use steroids. The results indicated that there is a relationship between the internalization of cultural standards of attractiveness and the objectification theory variables and men's drive for muscularity and propensity for steroid use. Implication for further research are discussed.

**Rice, K. G., Lopez, F. G., Richardson, C. M., Stinson, J. M. (2013). Perfectionism moderates stereotype threat effects on STEM majors' academic performance. *Journal of Counseling Psychology*, 60 (2), 287-293.**

This study examined the effects of self-critical perfectionism on stereotype threat association and on the later performance in STEM courses. Students from two large universities were randomly assigned to one of two groups: experience a subtle stereotype threat or no stereotype threat. A short version of the Almost Perfect Scale-Revised, self-efficacy for Scientific/Technical Fields scale, and end of the semester grade were used as measures. Results indicated that stereotype threat predicted underrepresented GPAs. Also, Science self-efficacy scores were correlated with GPAs in courses where in women were underrepresented. Finally, in the control group, men's self-critical perfectionism was negatively correlated with GPAs while women's self-critical perfectionism was positively correlated with GPAs. Implications for self-efficacy and STEM majors are discussed.

**Sheets, R. L., & Mohar, J. J. (2009). Perceived social support from friends and family and Psychosocial functioning in bisexual young adult college students. *Journal of Counseling Psychology*, 56(1), 152-1.**

Perceived social support has been found to have an effect on lesbian, gay, and bisexual (LGB) individuals. The researchers surveyed 210 bisexual-identified university students. Perceived general social support from friends and family, sexually-specific social support from friends and family, depression, life satisfaction, and internalized negativity were all measured. The results indicated that general social support was predictive of life satisfaction and depression. Sexually-specific support was predictive of internalized negativity. Counselors can utilize this study to become more aware of how sexuality-specific support may play a role in the well-being of bisexual clients.

**Schwartz, S. J., Weisskirch, R. S., Zamboanga, B. L., Castillo, L. G., Ham, L. S., Huynh, Q.L., . . . Vernon, M. (2011). Dimensions of acculturation: Associations with health risk behaviors among college students from immigrant families. *Journal of Counseling Psychology*, 58 (1), 27-41.**

This study examines the relationship between risky healthy behaviors and acculturation for students



from immigrant families. First and second generation immigrant students from multiple universities participated in the study. Students completed measures on behavioral acculturation, cultural values, ethnic and U. S. identity, patterns of alcohol and drug use, engagement in potentially unsafe sexual activities, and driving while intoxicated. The results indicated that heritage practices and collectivist values were protective factors against risky behaviors. Implications for counseling practice are discussed.

**Todd, N. R. & Abrams, E. M. (2011). White dialectics: A new framework for theory, research, and practice with white students. *The Counseling Psychologist*, 39 (3), 353-395.**

The authors discuss a new framework when working with white students and counselor trainees. The framework is based on white students' experiences as being part of the dominant group. Based off a qualitative analysis, the authors propose six dialectics: Whiteness and self; connection in multiracial relationships; colorblindness; minimization of racism; structural inequality; and white privilege. White students were able to exhibit dialectical movement along these dialectics. The researchers also became aware of their own dialectical tensions that paralleled those of the white students. Implication for multicultural education are discussed.

**Wong, Y.J., Koo, K., Tran, K. K., Chiu, Y. C., & Mok, Y. (2011). Asian American college students' suicide ideation: A mixed-method study. *Journal of Counseling Psychology*, 58(2), 197-209.**

A mixed-methods methods study was conducted to investigate suicide ideation among Asian American college students. The authors used the interpersonal-psychological theory of suicidal behavior to explore the relationship between perceived burdensomeness, thwarted belongingness, self-construals and suicidal ideation. The results indicated the perceived burdensomeness was the strongest predictor of suicidal ideation. The authors, the explored the topic qualitatively. Two themes consisting of 4 subthemes were identified. The 2 main themes were unfulfilled expectations and unfulfilled interpersonal expectations with the 4 sub themes being family, relationship, cultural differences, and racism. Implication for suicide related interventions are discussed.

**Rogers Wood, N. A. & Petrie, T. A. (2010). Body dissatisfaction, ethnic identity, and disordered eating among African American Women. *Journal of Counseling Psychology*, 57 (2), 141-153.**

A socio culture model was used to examine eating disorders among African American. The authors also investigated the influence of ethnic identity as well. Three hundred and twenty-two participants were surveyed on ethnic identity, societal pressures regarding thinness, internalization of societal beauty ideals, body image concerns and disordered eating. The results indicated that ethnic identity was inversely related to internalization of societal beauty ideals while societal pressures regarding thinness were directly related. Internalization of societal beauty ideals and body image concerns were positively associated with disordered eating. Implications are discussed.

**Wei, M., Yeh, C. J., Chao, R. C., Carrera, S., & Su, J. C. (2013). Family support, self-esteem, and perceived racial discrimination among Asian American male college students.**

*Journal of Counseling Psychology, 60 (3), 453-461.*

This study examined how individuals use of different types of support and whether they had low or high self-esteem influenced their perceived discriminations association with psychological distress for male Asian American college students. The results indicated that the use of family support to cope with discrimination, there was no significant association between perceived discrimination and psychological distress. Conversely, for students with low self-esteem that utilized less family support, there was an increased association between perceived discrimination and psychological distress. Suggestions for future research and implications are discussed.

**Wei, M., Wang, K. T., Heppner, P. P., & Du, Y. (2012). Ethnic and mainstream social connectedness, perceived racial discrimination, and posttraumatic stress symptoms. *Journal of Counseling Psychology, 59 (3), 486-493.***

The purpose of this study was to investigate the relationship between racial discrimination and posttraumatic stress symptoms and general stress in Chinese international students. Over 380 international Chinese students from two predominately white universities participated in the study. Results indicated that perceived racial discrimination predicted posttraumatic stress symptoms over perceived general stress. In addition, the study found that high ethnic social connectedness lowered the association between perceived racial discrimination and posttraumatic stress symptoms more than mainstream social connectedness. Implications are discussed.

**Wei, M., Liao, K. Y., Chao, R. C., Mallickrodt, B., Tsai, P., & Botello-Zammarron, R. (2010). Minority stress, perceived bicultural competence, and depressive symptoms among ethnic minority college students. *Journal of Counseling Psychology, 57 (4), 411-422.***

Minority students can often experience stress due to discrimination on campuses. This study examined students' perceived bicultural competence on depressive symptoms. One hundred and sixty-seven Asian American, African American, and Latino/a American students participated in the study. The results indicated that minority stress was positively associated with depressive symptoms while perceived bicultural competence was negatively associated with depressive symptoms. In addition, the interaction of minority stress and perceived bicultural competence were predictors for depressive symptoms. The research also suggests that social groundedness and cultural knowledge may be important coping resources for students. Implications for future research are discussed.

**Yoder, J. D., Snell, A. F., & Tobias, A. (2012). Balancing multicultural competence with social justice: Feminist beliefs and optimal psychological functioning. *The Counseling Psychologist, 40(8), 1101-1132.***

This study utilized a canonical correlation analysis to attempt to identify a multivariate combination of feminist beliefs that might best be associated optimal functioning. Participants were 215 primarily white college women completing online surveys. The authors found that beliefs held by a college woman influences her psychological health. Their findings suggested established feminism was associated with positive well-being, antifeminism was associated negatively associated with well-being, and that nonfeminist but woman-centered traditionalism related to partially compromised well-being.

**Yoo, H. C., Burrola, K., & Steger, M. F. (2010). A preliminary report on a new measure: Internalization of the Model Minority Myth Measure (IM-4) and its psychological correlates among Asian American college students. *Journal of Counseling Psychology, 57* (1), 114-127.**

Since the civil rights movement, Asian Americans have been oppressively described as the “model minority” which has had negative implications on Asian Americans. The authors of this article developed a new measure for the Internalization of the Model Minority Myth (IM-4). The authors conducted three studies to provide evidence for validation of the scale. The scale consists of 15 items with two subscales.

**Yoon, E., Hacker, J., Hewitt, A., Abrams, M. & Cleary, S. (2012). Social connectedness, discrimination, and social status as mediators of acculturation/enculturation and well-being. *Journal of Counseling Psychology, 59* (1), 86-96.**

A conceptual model was created to include social connectedness in mainstream society, social connectedness, in the ethnic community, perceived discrimination, and expected social status as mediators for acculturation/enculturation and subjective well-being for Asian American college students. Students were administered the Acculturation Scale, the Social Connectedness in Mainstream Society Scale, the Social Connectedness in the Ethnic Community Scale, the Subtle and Blatant Racism Scale for Asian American College Students, the Differential Status Identity Scale, and the Satisfaction with Life Scale. The results indicated the effect of acculturation and enculturation on well-being were mediated by social connectedness in the ethnic community and expected social status. In addition, social connected in mainstream mediated acculturation on well-being. Perceived discrimination was found to indirectly influence well-being mediated by connectedness to mainstream society. Implications for further research and practice are discussed.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1B: INTERNATIONAL STUDENTS**

**Lee, D.-g., & Park, H.-j. (2011). Cross-cultural validity of the Frost Multidimensional Perfectionism Scale in Korea. *The Counseling Psychologist*, 39(2), 320-345.** <http://dx.doi.org/10.1177/0011000010365910>

This study investigated the cross-cultural application of the Frost Multidimensional Perfectionism Scale (F-MPS) and the presence of adaptive perfectionists, maladaptive perfectionists, and non-perfectionists. Participants were 213 college students attending a university in South Korea. The results of a factor analysis did not confirm the original six factors of the F-MPS. Findings from exploratory and parallel analyses indicated the following five factors among Korean participants: concern over mistakes, organization, parental high standards, personal standards, and doubts about actions. Implications for the cross-cultural generalizability of the F-MPS are discussed.

**Lin, S.-P., & Betz, N. E. (2009). Factors related to the social self-efficacy of Chinese international students. *The Counseling Psychologist*, 37(3), 451-471.** <http://dx.doi.org/10.1177/0011000009332474>

This study assessed the social self-efficacy ratings of 203 Chinese and Taiwanese international students when they were asked to envision themselves interacting with others while speaking English and while speaking their native languages. Results demonstrated that participants reported significantly higher levels self-efficacy when they were asked to imagine social interactions in their native language compared to English. Implications and recommendations for how counselors can help international students adjust to college life in the United States are discussed.

**Main, A., Zhou, Q., Ma, Y., Luecken, L. J., & Liu, X. (2011). Relations of SARS-related stressors and coping to Chinese college students' psychological adjustment during the 2003 Beijing SARS epidemic. *Journal of Counseling Psychology*, 58 (3), 410-423.**

During the SARS epidemic in Beijing in 2003, many Chinese college students' experienced stressors and psychological adjustment. This study examined the stressors and coping strategy utilized by the student. Results indicated the number of stressors and use of avoidant coping strategies positively predicted psychological symptoms while active coping positively predicted life satisfaction. All types of coping assisted with the impact of stressors in general. Implications for university counseling centers are provided.

**Park-Saltzman, J., Wada, K., & Mogami, T. (2012). Culturally sensitive mentoring for Asian international students in counseling psychology. *The Counseling Psychologist*, 40(6), 895-915. <http://dx.doi.org/10.1177/0011000011429831>**

This study investigated the awareness and knowledge of faculty mentors about the challenges of international students from Asia who were students in counseling psychology programs. Findings suggest that faculty members were sometimes unprepared to address the unique needs of international students. Researchers discuss the importance of and make recommendations for culturally competent mentoring in counseling psychology programs.

**Rice, K. G., Choi, C., Zhang, Y., Morero, Y. I., & Anderson, D. (2012). Self-critical perfectionism, acculturative stress, and depression among international students. *The Counseling Psychologist*, 40, 576-600.**

Among international students attending universities in the United States, Asian students have been found to have higher levels of anxiety compared to European students and U.S. students. The authors studied subgroups of Chinese and Asian Indian students at a major U.S. university. They examined whether self-critical perfectionism, acculturative stress, and students' interaction associated with different levels of depression. The results indicated the self-critical perfectionism was positively associated with both groups. For Asian Indian students, those that reported more acculturative stress and self-critical perfectionism had worse depression. Further research and implications are discussed.

**Rice, K. G., Choi, C-C., Zang, Y., Villegas, J., Ye, H. J., Anderston, D., Nestic, A., & Bigler, M. (2009). International student perspectives on graduate advising relationships. *Journal of Counseling Psychology*, 56(3), 376-391.**

This study attempted to fill a relative void in the college student literature by examining international graduate students' advising relationships. Results support the use of measure, the Advisory Working Alliance Inventory (Schlosser & Gelso, 2001) with international students

**Seo, Y. S. (2010). Individualism, collectivism, client expression, and counselor effectiveness among South Korean international students. *The Counseling Psychologist*, 38(6), 824-847. <http://dx.doi.org/10.1177/0011000009359947>**

This study examined the association between clients' perceptions of counselor effectiveness based on the counselors' presentation of individualism, collectivism, and emphasis of expression (cognition or emotion). Participants were 127 Korean international students. Results indicated a significant relationship between emphasis of expression and perceptions of counselor effectiveness. Participants rated counselors who emphasized the expression of emotions more favorably than counselors who emphasized the expression of cognitions. The interactions between individualism, collectivism, and emphasis of expression were not significantly correlated with participants' ratings of counselor effectiveness. Implications of the findings and recommendations for counseling practice are addressed.

**Tavakoli, S., Lumley, M., Hijazi, A. M., Slavin-Spenney, O. M., & Parris, G. P. (2009). Effects of assertiveness training and expressive writing on acculturative stress in international students: A randomized trial. *Journal of Counseling Psychology, 56*, (4), 590-596.**

International students often experience acculturative stress in response to the practical, interpersonal and emotional challenges encountered by living in a different country. Researchers suggest that instead of suggesting counseling services for international students, alternative interventions should be offered. This study examined the effectiveness of interventions such as group assertiveness training, private expressive writing and the combination of the two compared to a control group. The results indicated that the group assertiveness training led to lower negative affect and the expressive writing led to higher homesickness, but also to higher positive affect. The authors concluded that the group assertiveness training improved emotional adjustment, but the expressive writing needs further development due to the mixed reviews.

**Wang, K. T., Heppner, P. P., Fu, C., Zhao, R., Li, F., & Chuang, C. (2012). Profiles of acculturative adjustment patterns among Chinese international students. *Journal of Counseling Psychology, 59* (3), 424-436.**

The authors identified adjustment patterns of new Chinese international students over 3 semesters in the United States. Over 500 students were measured for psychological distress to convey acculturative adjustment over 4 different points in time. The students were measured prearrival, first semester, second semester, and third semester. The results indicated that the majority of the students had relatively low psychological distress scores implying they were well-adjusted. About 10% exhibited consistent high distress, 14% decreasing distress (relieved), and 11% with a sharp peak of psychological distress (culture-shocked). Common factors among the more adjusted students prior to acculturation were higher self-esteem, positive problem solving appraisal, and lower maladaptive perfectionism. Students using acceptance, reframing, and striving as coping supports and having a balanced social supports associated with better transitioning. Implications and future research are discussed.

**Wei, M., Tsai, P., Chao, R. C., Du, Y., & Lin, S. (2012). Advisory working alliance, perceived English proficiency, and acculturative stress. *Journal of Counseling Psychology, 59* (3), 437-448.**

The purpose of this study was to examine the effect that the interaction of general or cross-cultural advisory working alliance and perceived English proficiency will have on the association between acculturative stress and psychological distress. East Asian international students' general stress, general advisory working alliance, cross-cultural advisory working alliance, perceived English proficiency and psychological distress were measured. Results indicated there was a significant three-way interaction between general advisory working alliance, perceived English proficiency, and acculturative stress on psychological distress. There was also a significant interaction between cross-cultural advisory working alliance, perceived English proficiency, and acculturative stress on psychological distress. Implications are discussed.

**Wei, M., Liao, K. Y., Heppner, P. P., Chao, R. C., & Ku, T. Y. (2012). Forbearance coping, identification with heritage culture, acculturative stress, and psychological distress among Chinese international students. *Journal of Counseling Psychology, 59* (1), 97-106.**

The purpose of this study was to examine if culturally relevant coping strategies are associated with lower level of psychological distress for Chinese international students. A survey was administered measuring English proficiency, length of time in the U. S., forbearance coping, identification with heritage culture, acculturative stress, and psychological distress. The results indicated a 3-way interaction of forbearance coping, identification with heritage culture, and acculturative stress on psychological distress. For students with stronger heritage culture identification, forbearance coping was not significantly associated with psychological distress. Implications are discussed.

**Wu, E.K. & Mak, W. W. (2012). Acculturation process and distress: Mediating roles of sociocultural adaptation and acculturative stress. *The Counseling Psychologist, 40*, 66-92.**

The authors conducted a longitudinal study, focusing on the mental health outcomes of acculturation for Chinese students in Hong Kong. The theory of planned behavior (TPB) was also utilized to examine social cognitive factors on acculturation. The students were surveyed in 3 waves and completed a demographics sheet, TPB questionnaire, the Acculturation Index (AI), the Socio-Cultural Adaptation Scale (SCAS), the Acculturative Stress Scale for International Students (ASSIS), the Depression Anxiety Stress Scale (DASS-21), and the Patient Health Questionnaire (PHQ-15). The results indicated that the students surveyed were not experiencing a high level of psychological distress. No psychological distress was correlated with acculturation, however, psychological distress was associated with sociocultural maladaptation. The authors suggest university counseling centers facilitate better cultural adjustment for students with different cultural backgrounds.

**Zhou, S., Leung, S. A., & Li, X. (2012). The meaning of work among Chinese university students: Findings from prototype research methodology. *Journal of Counseling Psychology, 59* (3), 408-423.**

Prototype methodology was utilized to explore Chinese university students' conceptualization of the meaning of work. Two categories emerged from the themes: "ideal" and "reality". Under the 2 categories were a series of superordinate level and basic level prototypes that reflect the both traditional and western values. Implications for career development and future research are discussed.

**Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1C: STUDENT ATHLETES**

**Steinfeldt, J. A., Zakrajsek, R. A., Bodey, K. J., Middendorf, K. G., & Martin, S. B. (2013). Role of uniforms in the body image of female college volleyball players. *The Counseling Psychologist, 41*, 791-819.**

Female athletes often struggle with conflicting values of desiring a more muscular body to excel at sports and the cultural norms of what defines femininity. This qualitative study interviewed women on a collegiate volleyball team. The study explored volleyball players' beliefs about their bodies and their perceptions of whether wearing revealing sports uniforms were related to their body image. The players reported having conflicting feelings about how they were supposed to look on the court compared to how they were supposed to look off the court. The results also indicated that the players' perceptions of the revealing uniforms contributed to decreased body esteem and impacted their performance during a match. Implication for working with female student-athletes are provided.



**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1D: FIRST-GENERATION COLLEGE STUDENTS**

**Garriott, P. O., Flores, L. Y., & Martens, M. P. (2013). Predicting the math/science career goals of low-income prospective first-generation college students. *Journal of Counseling Psychology*, 60(2), 200-209.**

This study predicted math/science career goals of low-income prospective first-generation college students using constructs derived from social cognitive career theory (SCCT). The model tested in the study based on SCCT was successful making these predictions, explaining 66% and 55% of the variance in math/science interests and goals, respectively. Factors and variables such as self-efficacy, as well as supports and barriers contributed to the SCCT model.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1E: COMMUNITY COLLEGE STUDENTS**

**Frazier, P., Anders, S., Perera, S., Tomich, P., Tennen, H., Park, C., & Tashiro, T. (2009).  
Traumatic events among undergraduate students: Prevalence and associated  
symptoms. *Journal of Counseling Psychology*, 56 (3), 450-460.**

Research suggests that most college students experience a traumatic event at some point in their life. This study examines the prevalence of exposure to a traumatic event and the associated symptoms in college students. Participants completed online surveys measuring the exposure to traumatic events and distress. The results indicated that 85% of the sample had experienced a traumatic event in their lifetime, with many students reporting more than one event. Women and minority-group members reported more traumatic events than did men and white students. Higher distress levels were associated with exposure to family violence, unwanted sexual attention, and sexual assault as well as events that caused intense fear. Sexual assault was associated with the most posttraumatic stress disorder symptoms. Research implications are discussed.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1F: MILITARY/VETERAN STUDENTS**

**Whiteman, S. D., Barry, A. E., Mroczek, D. K., & Wadsworth, S. M. (2013). The development and implications of peer emotional support for student service members/veteran and civilian college students. *Journal of Counseling Psychology, 60* (2), 265-278**

Research suggests that student service members/veterans may be at risk for social isolation due to difficulty connecting with civilian students. The authors examined the peer emotional support of service members/veterans students and civilian students at three different points during a calendar year. The students' perceived emotional support from university friends, mental health, alcohol use and academic functioning were measured. Results indicated that service members/veterans reported less emotional support compared to civilian students. Increased emotional support was linked to better academic and mental health for both groups. Implications for mental health practitioners are discussed.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 2: COLLEGE STUDENT COUNSELING & MENTAL HEALTH**  
**NEEDS & PRESENTING CONCERNS**

**Allen, J. & Robbins, S. (2010).** Effects of interest-major congruence, motivation, and academic performance on timely degree attainment. *Journal of Counseling Psychology*, 57 (1), 29-35.

To try and improve timely degree attainment among college students, the authors conducted a longitudinal study examining the effects interest-major congruence, motivation and academic performance have on students completing their degree. Of the collected sample from a 4 year institution, 33% had completed their degree in four years and 12% completed their associates from a 2 year institution. The results indicated that interest-major congruence has a direct effect on timely degree completion while motivation has an indirect effect. Implications for counseling practice are discussed.

**Frazier, P., Anders, S., Perera, S., Tomich, P., Tennen, H., Park, C., & Tashiro, T. (2009).** Traumatic events among undergraduate students: Prevalence and associated symptoms. *Journal of Counseling Psychology*, 56(3), 450-460.

This study evaluated prevalence and symptoms of exposure to traumatic events among about 1528 college students at multiple institutions using online surveys. 85% of participant reported experiencing at least 1 traumatic event in their lifetimes, 21% within the past 2 months. Most common was the death of a loved one. Exposure to family violence, unwanted sexual attention, and sexual assault were associated with higher levels of distress and the greatest PTSD symptoms (as per the diagnosis, events causing intense fear, horror or helplessness caused the most distress).

**Garrison, A. M. & Kahn, J. H. (2010).** Intraindividual relations between the intensity and disclosure of daily emotional events: The moderating role of depressive symptoms. *Journal of Counseling Psychology*, 57 (2), 187-197.

Research has indicated that high levels of depressive symptoms in individuals are associated with lower levels of emotional disclosure compared to individuals with lower levels of depressive symptoms. This study examines the intraindividual relation between daily disclosure and the intensity of daily events. College students were asked to complete a measure of depressive symptoms as a daily diary evaluating the day's most unpleasant event and their disclosure of the event. Results indicated students with higher levels of depressive symptoms experienced unpleasant events at higher rates and were associated with less disclosure of high intensity events. Men were less likely to disclose about high-intensity negative events. Implications for counselors are discussed.

**Graham, A. R., Sherry, S. B., Stewart, S. H., Sherry, D. L., McGrath, D. S., Fossum, K. M., & Allen, S. L. (2010).** The existential model of perfectionism and depressive

**symptoms: A short-term, four-wave longitudinal study. *Journal of Counseling Psychology*, 57 (4), 423-438.**

This study proposes an existential model of perfectionism and depressive symptoms (EMPDS) and then tests the model on a sample of 240 undergraduate students. The model suggest that persons with perfectionistic concerns tend to catastrophize, have harsh self-scrutiny and key concerns for pleasing others. These factors may contribute to existential concerns and depressive symptoms. The results of the study suggested that people with perfectionistic concerns tend to catastrophize their life experiences and have difficulty accepting their life experiences in existential terms. This study suggests that people with perfectionistic concerns are at risk for depressive symptoms. Implication for practice are discussed.

**Kahn, J. H. & Garrison, A. M. (2009). Emotional self-disclosure and emotional avoidance: Relations with symptoms of depression and anxiety. *Journal of Counseling Psychology*, 56 (4), 573-584.**

The authors conducted two studies examining the relationship between symptoms of anxiety and depression with disclosure and avoidance of emotional experiences. The first study examined depression and anxiety symptoms, tendencies to avoid emotional express, and tendencies to self-disclose distress. The results indicated that symptoms of depression and anxiety were associated with lessened self-disclosure and avoidance of emotional expression. The second study examined anxiety and depression symptoms in relation to the students' most recent emotional event and their self-disclosure about the event. The results indicated that depression symptoms were negatively related to the disclosure of a specific event. Implications for practice are discussed.

**Lee, J. & Pistle, M. C. (2012). Predictors of Satisfaction in geographically close and long-distance relationships. *Journal of Counseling Psychology*, 59 (2), 303-313.**

Research has indicated that both geographically close relationships and long distance relationships are satisfying. This study examined 536 college students' relationship satisfaction for both geographically close relationships (GCR) and long-distance relationships (LDR). The study measured the students' attachment in relationships, their self-disclosure, gossip, idealization, and relationship satisfaction. The results indicated that the two types of relationships were not equivalent. For instance, self-disclosure was positively associated with idealization in GCR and negatively associated in LDR. The two types of relationships had some similarities as well. For example, people with higher insecure attachment disclosed less to their partner for both relationships. Implications are discussed.

**Luyckx, K., Vansteenkiste, M., Goossens, L., & Duriez, B. (2009). Basic need satisfaction and identity formation: Bridging self-determination theory and process-oriented identity research. *Journal of Counseling Psychology*, 56 (2), 276-288.**

Having a less developed identity structure can leave individuals confused and vulnerable. The authors conducted two studies on high school and college students investigating the cross-sectional relationships between need satisfaction and identity dimensions and the direction of effects. Need satisfaction (autonomy, competence, and relatedness) and identity dimensions (commitment making,

identification with commitment, exploration in breadth, exploration in depth, ruminative exploration) were measured. Results indicated that students who had a sense of identity through the use of proactive exploration strategies scored the highest on all three needs. In addition, satisfaction in all three needs, separately and as a whole, influenced changes in identity formation. Suggestions for future research and counseling implications are discussed.

**Rice, K., Richardson, C. M. E., & Clark, D. (2012). Perfectionism, procrastination, and psychological distress. *Journal of Counseling Psychology*, 59 (2), 288-302.**

This study examines the stability of maladaptive perfectionism, procrastination and psychological distress over 3 different points in a college semester. Results indicated that all three constructs were procrastinated had high levels of psychological distress while those that were highly perfectionistic students that had procrastinated at the beginning of the semester had no effect on high levels of psychological distress. Implications are discussed.

**Rice, K. G. & Van Arsdale, A. C. (2010). Perfectionism, perceived stress, drinking to cope, and alcohol-related problems among college students. *Journal of Counseling Psychology*, 57 (4), 439-450.**

Problem drinking has been the cause for many problems among college students. This study examined the relationship of adaptive and maladaptive perfectionism and alcohol-related problems in college students. Participants were assessed using the Perceived Stress Scale, the Almost Perfect Scale-Revised, The Coping Motives subscale, and the Young Adult Alcohol Problems Screening Test. Results indicated that maladaptive perfectionist reported significantly higher levels of stress and drinking to cope, while adaptive perfectionists reported the fewest alcohol-related problems. There was a significant indirect effect for drinking to cope and alcohol-related problems. Future research and clinical implications are discussed.

**Robitschek, C. & Keyes, C. L. (2009). Keyes's model of mental health with personal growth initiative as a parsimonious predictor. *Journal of Counseling Psychology*, 56 (2), 321-329.**

In counseling psychology, it is helpful for counselors and researchers to discover factors to promote multidimensional mental health. This study will examine the replicability of the factor structure of Keyes's multidimensional model of mental health among college students and to assess the effectiveness of personal growth initiative (PGI) as a parsimonious predictor of the multiple dimensions of mental health. A factor analysis supported the 3 factor model of psychological, social, and emotional well-being. The results indicated that PGI is a parsimonious predictor of Keyes's model for both men and women. Implications for research and practice are discussed.

**Servaty-Seib, H. L., & Taub, D. J. (2010). Bereavement and college students: The role of counseling psychology. *The Counseling Psychologist*, 38(7), 947-975.**  
<http://dx.doi.org/10.1177/0011000010366485>

Researchers conducted a literature review to investigate the process of bereavement among college students. Authors developed two theories of mourning based on the combined implications from the

existing literature about the situational, cohort, and developmental experiences of college students who had experienced the death of a loved one. Specific recommendations for how clinicians can work with bereaved college students are discussed.

**Sherry, S., Mackinnon, S. P., Macneil, M. A., & Fitzpatrick, S. (2013). Discrepancies confer vulnerability to depressive symptoms: A three-wave longitudinal study. *Journal of Counseling Psychology, 60* (1), 112-126.**

Researchers conducted a longitudinal study examining discrepancies (a sense of falling short of one's own standards), neuroticism and depressive symptoms in college students. One hundred and twenty-seven participants completed three waves of questionnaires. Results indicated discrepancies predicted an increase in depressive symptoms, but depressive symptoms did not predict changes in discrepancies. Implications are discussed.

**Thompson, M. N., Nizarim, R. S. & Dahling, J. J. (2013). A grounded theory exploration of undergraduate experiences of vicarious unemployment. *Journal of Counseling Psychology, 60* (3), 421-431.**

A qualitative study was conducted exploring the experiences of 17 undergraduate students' struggles related to vicarious unemployment. Semi-structured interviews were used to interview the students about their experiences with their primary caregiver undergoing involuntary unemployment. Common themes were increased family stress, stigma, and expressed appreciation for the lesson that they learned. Participants also discussed increase financial awareness and confidence in their own abilities to have stable employment and build financial security. Implications for counseling and future research are discussed.

**Wang, K. T., Wong, Y. J., Fu, C. (2013). Moderation effects of perfectionism and discrimination on interpersonal factors and suicide ideation. *Journal of Counseling Psychology, 60* (3), 367-378.**

The authors examined the effects of perfectionistic personal discrepancy, perfectionistic family discrepancy, and discrimination and the associations between interpersonal risk and suicidal ideation. The participants were 466 Asian international students at a public university in the Midwest. Results indicated that both types of maladaptive perfectionism were positively associated with suicidal ideation while family discrepancy and perceived discrimination were found to intensify the association of interpersonal risk factors and suicidal ideation. Implications for practice and research are discussed.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 3: COLLEGE STUDENT HELP-SEEKING**

**Cheng, H. L., Kwan, K. K., & Sevig, T. (2013). Racial and ethnic minority college students' stigma associated with seeking psychological help: Examining psychocultural correlates. *Journal of Counseling Psychology, 60* (1), 98-111.**

This study examines the relationship between ethnic and racial minority students' stigma and seeking psychological help. African American, Asian American, and Latino American students participated in the study. The students' perceived discrimination, ethnic identity, other-group orientation, perceived stigmatization by others for seeking psychological help, self-stigma of seeking psychological help, and psychological distress were measured. Results indicated higher levels of psychological distress and perceived discrimination predicted higher levels of perceived stigmatization by others and self-stigma for seeking psychological help. Higher levels of other-group orientation predicted lower levels of self-stigma for seeking psychological help. African Americans with higher levels of ethnic identity predicted lower levels of self-stigma for seeking psychological help. Implications are discussed.

**Hammer, J. H. & Vogel, D. L. (2013). Assessing the utility of the willingness/prototype model in predicting help-seeking decisions. *Journal of Counseling Psychology, 60* (1), 83-97.**

The purpose of this study is to evaluate students' information-processing in help-seeking decisions. One hundred and eighty-two college students experiencing clinical levels of psychological distress participated in the study. The students were measured on help-seeking decisions, intentions, willingness, attitudes, subjective norms, and psychological distress. Results indicated that willingness mediated the relationship between attitudes toward seeking help, social norms around seeking help, and prototype of the typical help seeker and help-seeking decisions. Implications are discussed.

**Kaplan, S. A., Vogel, D. L., Gentile, D. A., & Wade, N. G. (2012). Increasing positive perceptions of counseling: The importance of repeated exposures. *The Counseling Psychologist, 40*(3), 409-442. <http://dx.doi.org/10.1177/0011000011414211>**

The purpose of this study was to examine the effectiveness of repeated exposures to a video that was created to increase help seeking behaviors, peer norms, and decrease stigma associated with counseling among 290 undergraduate students. Participants completed pre and post-measures and were randomly assigned to one of three possible groups (repeated exposure, single exposure, and control video). Results indicated that participants in the repeated exposure condition reported significant improvements in help seeking behavior and peer norms compared to participants in the single exposure and control groups. There were no significant differences between participants' pre-test and post-test scores on stigma between conditions. Researchers discuss the research and clinical applications of their findings.



**Loya, F., Reddy, R., & Hinshaw, S. P. (2010). Mental illness stigma as a mediator of differences in Caucasian and South Asian college students' attitudes toward psychological counseling. *Journal of Counseling Psychology, 57* (4), 484-490.**

This study examined South Asian American students' beliefs about counseling compared to Caucasian students and how their beliefs affect their attitudes toward counseling. The authors analyzed personal stigmatizing views and perceptions of the public's stigmatizing views toward mental illness. The results indicated that Caucasian students had a more positive attitude toward mental health counseling compared to South Asian students with personal stigma accounting for 32 % of the observed difference. The authors offer suggestions to reduce the stigma of mental health counseling among South Asian students.

**Ludwikowski, W. M., Vogel, D., & Armstrong, P. I. (2009). Attitudes toward career counseling: The role of public and self-stigma. *Journal of Counseling Psychology, 56* (3), 408-416.**

Despite the evidence supporting the effectiveness of career interventions with students, many students choose not to engage in career services offered by institutions. This study examined the relationship between the stigma with help seeking and attitudes towards participating in career counseling. The study consisted of 509 college students that completed assessments on stigma and attitudes towards career counseling. The results indicated that public and personal stigmas were linked to self-stigma which was linked to negative attitudes toward career counseling. Implications were discussed.

**Nasar, J. L., & Devlin, A. S. (2011). Impressions of psychotherapists' offices. *Journal of Counseling Psychology, 58*(3), 310-320.**

This article reports on a series of 2 studies which examined college student clients' perceptions of counseling offices and implications for student help-seeking utilization of, and retention in counseling. Office décor, namely, an office's ability to convey softness or personalization, influenced choices about therapists and perceptions of quality of care (allowing for other influences such as level in school, gender, institutional characteristics, previous counseling, etc.). There are possible implications for outreach and engagement of college clientele.

**Owen, J., Thomas, L., & Rodolfa, E. (2013). Stigma for seeking therapy: Self-stigma, social stigma, and therapeutic process. *The Counseling Psychologist, 41*, 857-880.**

Stigma is a barrier that can keep clients from seeking services. However, this article examined how stigma can be associated with working alliance and treatment outcome. Ninety-one clients were administered the Self-Stigma of Seeking Help Scale (SSOSH), the Perceptions of Stigmatization by others of Seeking Help (PSOSH), the working Alliance Inventory (WAI-SR), the Client Task Specific Change Measure (CTSC-R), and the Schwartz Outcome Scale (SOS-10). The results indicated that the clients' perceptions of self-stigma were negatively associated with working alliance while the clients' perceptions of social stigma were positively associated with session outcomes. Implications are discussed.

**Vogel, D. L., Bitman, R. L., Hammer, J. H., & Wade, N. G. (2013). Is stigma internalized? The longitudinal impact of public stigma on self-stigma. *Journal of Counseling Psychology, 60* (2), 311-316.**

The purpose of this study is to examine the relationship between public stigma and self-stigma. Participants were 448 college students that completed the Stigma Scale for Receiving Psychological Help and the Self-Stigma of Seeking Help scale at two different points 3 months apart. Results indicated that public stigma measured at the first time predicted self-stigma measured at the second time. Implications are discussed.

**Vogel, D. L., Schechtman, Z., & Wade, N. G. (2010). The role of public and self-stigma in predicting attitudes toward group counseling. *The Counseling Psychologist, 38* (7), 904-922.**

Individual counseling has been underutilized due to the stigmatization of mental health services. Group counseling has also been underutilized and this study examines the role stigma plays towards the attitudes of group counseling. Four hundred and ninety-one college students were surveyed and given the Devaluation Discrimination Scale, the Self-Stigma of Seeking Help Scale (SSOSH), and the Attitudes Toward Seeing Professional Psychological Help Scale. The results indicated that public stigma is internalized into self-stigma and self-stigma is negatively related to attitudes toward group counseling. Implications are discussed.

**Vogel, D., Wade, N. G., & Aschman, P. L. (2009). Measuring perceptions of stigmatization by others for seeking psychological help: Reliability and Validity of a new stigma scale with college students. *Journal of Counseling Psychology, 56* (2), 301-308.**

One reason people avoid psychotherapy is the fear of being stigmatized. The authors created a new scale measuring the perceived stigmatization of seeking services and then examined the reliability and validity of the scale. Five different samples were used for scale development, confirmatory factor analysis, concurrent validity, test-retest reliability and validity, and a clinical sample. The authors ended up using five items from their initial scale to create the Perceptions of Stigmatization by Others for Seeking Help scale (PSOSH). The PSOSH scores were negatively related to attitudes toward seeking help, having internal consistency scores of .84 and .85. Implications and directions for future research is provided.

**Wade, N. G., Post, B. C., Cornish, M. A., Vogel, D. L., & Tucker, J. R. (2011). Predictors of the change in self-stigma following a single session of group counseling. *Journal of Counseling Psychology, 58* (2), 170-182.**

Self-stigma can be a barrier for many needing help. The authors surveyed college students after they had participated in 1 group session that either contained therapist self-disclosure or not. The students' self-stigma, intent to seek counseling, group engagement, bond with counselor, session quality, psychological problems and functioning, and interest in continues group counseling were measured. Results indicated, the participants in both groups reported less self-stigma. The working alliance significantly predicted the change in self-stigma and self-stigma predicted intention to do follow-up sessions. Implications for practice are discussed.

**Wang, S. & Kim, B. S. (2010). Therapist multicultural competence, Asian American participants' cultural values, and counseling process. *Journal of Counseling Psychology*, 57 (4), 394-401.**

In response to the high rate that Asian Americans drop out of mental health treatment, the authors examined the effects of therapists' multicultural competence as well as the clients' cultural attitudes on the counseling process. One hundred and 13 Asian American college students were surveyed and results indicated that students with multicultural competent counselors rated the sessions higher compared to those students without therapist multicultural competence. In addition, acculturation was positively associated with ratings of counseling process while emotional self-control was negatively associated. Implications for multicultural competence research and training are discussed.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 4: COUNSELING INTERVENTIONS & OUTCOMES**

**Gelso, C. J., Kivlighan, D. M., Busa-Knepp, J., Spiegel, E. B., Ain, S., Hummel, A. M., . . . Markin, R. D. (2012). The unfolding of the real relationship and the outcome of brief psychotherapy. *Journal of Counseling Psychology, 59* (4), 495-506.**

Researchers examined the effect the real relationship between client and therapist had on the outcome of therapy and if changes over time in the perception of the real relationship were associated with therapy outcomes. Participants in the study were from counseling centers at two different universities. Clients and their therapists completed measures after every session of brief therapy and at the end of treatment measuring the real relationship and outcomes. Results indicated clients' ratings of the real relationship related to outcomes but the therapists' rating did not. Over time, an increase in therapists' ratings of the real relationship as well as increasing convergence with clients' ratings did relate to outcome. Implications are discussed.

**Choi, K. H., Buskey, W. & Johnson, B. (2010). Evaluation of counseling outcomes at a university counseling center: The impact of clinically significant change on problem resolution and academic functioning. *Journal of Counseling Psychology, 57* (3), 297-303.**

The mission of counseling centers is to help students with their personal problems that could be interfering with their academics. The authors examined the effectiveness of counseling centers in contributing to students' perceived problem resolution and academic functioning. The results indicated that those reporting clinical significant change reported that highest level of improvement in academic commitment and problem resolution. Implications for counseling centers are discussed.

**Gawrysiak, M., Nicholas, C., & Hopko, D. R. (2009). Behavioral activation for moderately depressed university students: Randomized controlled trial. *Journal of Counseling Psychology, 56* (3), 468-475.**

The researchers conducted a randomized controlled study comparing individualized Behavioral Activation Treatment for Depression (BATD) and no-treatment control for students with moderate depression. Participants were randomly assigned to either the BATD group or the no-treatment group. The results indicated that the BATD group had significantly greater reductions in depression and increased environmental reward compared to the control group. Study limitations and future directions are discussed.

**Kim, E. & Kim, C. (2013). Comparative effects of empathic verbal responses: Reflection versus validation. *Journal of Counseling Psychology, 60* (3), 439-444.**

An experimental study compared the effect different types of empathic responses had on students. Participants were randomly assigned into one of three groups before individually playing a specific

game: the control group, reflection group, and validation group. Those in the control group were told basic facts about the game. Students in the reflection group were given reflective statements and students in the validation group were given validating statements. Results indicated that students in the reflection and validation groups reported an increased sense of belonging. Students in the validation group reported increased self-esteem and decreased negative mood and aggression towards people. Implications are discussed.

**Marmarosh, C. L., Gelso, C. J., Markin, R. D., Majors, R., Mallery, C. & Choi, J. (2009). The real relationship in psychotherapy: Relationships to adult attachments, working alliance, transference, and therapy outcome. *Journal of Counseling Psychology, 56* (3), 337-350.**

Many therapists and researchers may view the therapeutic relationship as a multidimensional concept. This study examined the clients' and therapists' perspectives on the real relationship as it relates to outcome variables. Thirty-one dyads (client/therapist) completed the study. Adult attachment, real relationship, and the working alliance were measured. The results indicated that client adult attachment avoidance was negatively correlated with client real relationship and therapists' ratings of negative transference were negatively correlated with therapist rated real relationship. Therapists' ratings of real relationship accounted for a significant amount of variance in client posttreatment symptoms. Implications and future research are discussed.

**Minami, T., Davies, D. R., Tierney, S. C., Bettman, J. E., McAward, S. M., Averill, L. A. . . Wampold, B. E. (2009). Preliminary evidence on the effectiveness of psychological treatments delivered at a university counseling center. *Journal of Counseling Psychology, 56* (2), 309-320.**

University counseling centers are one of the main providers of mental health services for college students. Archival data was used to examine over 6,000 clients over an 8 year span. The outcomes were assessed the Outcome Questionnaire-45.2 (OQ-45). The results indicated that counseling services were effective with clients with significant distress, especially for clients that returned for more than one session. Treatment outcome did not positively correlate with therapists' training level. Complaints of physical distress lead to a poorer prognosis and substance abuse appeared to be the most difficult to treat. Implications for counseling centers are discussed.

**Owen, J., Quirk, K., Hilsenroth, M. J., & Rodlofa, E. (2012). Working through: In-session processes that promote between-session thoughts and activities. *Journal of Counseling Psychology, 59* (1), 161-167.**

This study examined the client's perspective on the working alliance and therapeutic techniques associate with the client's intersession processes. Clients at a large university counseling center were surveyed on intersession experience, working alliance, and clients' perception of techniques that were utilized. The results indicated that alliance and clients' perception of psychodynamic-interpersonal techniques used by the therapist were positively associated with more positive thoughts about therapy and more therapeutic activities between sessions. Implications and future research were discussed.

**Owen, J., Wong, Y. J., & Rodolfa, E. (2010).** The relationship between clients' conformity to masculine norms and their perceptions of helpful therapist actions. *Journal of Counseling Psychology*, 57 (1), 68-78.

Evidence has suggested that there are common factors that contribute to change in psychotherapy. This study examines the clients' perception of a helpful therapist according to the common factors. In addition, they also investigated the relationship of clients' conformity to masculine norms and their perceptions of a helpful therapist. The clients were given two open-ended questions in regards to a helpful therapist. The clients were also given the Conformity to Masculine Norms Inventory. Results indicated 3 clusters of clients: Insight, relationship and information. Those clients in the Insight and Relationship clusters reported more conformity to masculine norms. Clinical implications are discussed.

**Reynolds, E. K., MacPherson, L., Tull, M. T., Baruch, D. E., & Lejuez, C. W. (2011).** Integration of the Brief Behavioral Activation Treatment for Depression (BATD) into a college orientation program: Depression and alcohol outcomes. *Journal of Counseling Psychology*, 58 (4), 555-564.

This article is a pilot study of a program implanted during freshman orientation class. The program is designed to implement behavioral activation treatment to decrease alcohol abuse and depression. The Brief Behavioral Activation Treatment for Depression (BATD) was taught and discussed in a semester long program. Students were randomly assigned to the treatment condition or a course independent of the research. The results of the study indicated that problem drinking was significantly reduced in the behavioral activation class based on time and group interaction. Future research and implications of their findings are discussed.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 1999-2013**

**THEME 5: INTAKE & ASSESSMENT**

**Anthoney, S. F. & Armstrong, P. I. (2010). Individuals and environments: Linking ability and skill ratings with interests. *Journal of Counseling Psychology*, 57 (1), 36-51.**

This study compared individual and occupational ratings of interests, abilities, and skills based off of Holland's theory of the correspondence of individual and environmental structures. The researchers obtained occupational ratings from the U.S. Department of Labor's O'NET database and 1020 undergraduate students provided a self-rating of their interests, abilities, and skills. The results indicated that skill ratings are more effectively integrated into Holland's theory than ability ratings. No significant gender differences were found. Future research is discussed.

**Cheng, H. L., Mallinckrodt, B., Soet, J., & Sevig, T. (2010). Developing a screening instrument and at-risk profile for non-suicidal self-injurious behavior in college women and men. *Journal of Counseling Psychology*, 57 (1), 128-139.**

The authors used archival data to assess the incidence of nonsuicidal self-injurious (NSSI) behaviors. The data revealed that 9.3 % of women and 5.3% of men had 4-5 lifetime incidents. The authors then used the data to develop a screening inventory for NSSI. The inventory consisted of 5 women's screening items, 11 men's screening items, and 12 items common to both men and women. The screening correctly classified 48% of the true positive male and female cases. More research is needed to establish validity and reliability of the screening.

**Duffy, R. D., Diemer, M. A., & Jadidian, A. (2012). The development and initial validation of the Work Volition Scale-Student version. *The Counseling Psychologist*, 40 (2), 291-319.**

In this study, the authors created and validated an instrument to measure work volition among college students. In the first study, the authors conducted an exploratory factor analysis and found two reliable factors, volition and constraints. In the second study, the authors were able to narrow down the scale to 16 items with strong model fit and internal consistency. A third study was conducted and the WVS-SV was found to have strong test-re-test reliability. Implications are discussed.

**Kato, T. (2012). Development of the coping flexibility scale: Evidence for the coping flexibility hypothesis. *Journal of Counseling Psychology*, 59 (2), 262-273**

The author created the coping flexibility scale to measure one's ability to discontinue ineffective coping strategies and implement an alternative coping strategy. The scale consists of items that were pilot-tested among 30 Japanese college students. The scale was then tested in 5 different studies. The first three studies provided reliability evidence of the scale. The fourth study resulted with a positive association between flexible coping strategy and improved psychological health. The final study demonstrated flexible coping was associated with reduced future depression. Implications and future research are discussed.

**Robitschek, C., Ashton, M. W., Spering, C. C., Geiger, N., Byers, D., Schotts, G. C., and Thoen, M. A. (2012). Development and psychometric evaluation of the Personal Growth Initiative Scale-II. *Journal of Counseling Psychology*, 59 (2), 274-287.**

The authors expanded upon the Personal Growth Initiative Scale by developing a more multidimensional measure. This article consists of 3 studies: the first study focused on scale development while the other two studies focused on confirmatory factor analysis and test-re-test reliability. The final product consists of 4 sub-scales. The studies demonstrated strong internal consistency for the subscales and concurrent and discriminant validity. Implications and future research are discussed.

**Tylka, T. L. & Kroon Van Diest, A. M. (2013). The Intuitive Eating Scale-2: Item refinement and psychometric evaluation with college women and men. *Journal of Counseling Psychology*, 60 (1), 137-153.**

Intuitive eating is described as an adaptive form of eating characterized by a strong connection with internal physiological hunger and satiety cues. Intuitive eaters eat based on their body's internal hunger and satiety cues. They are not preoccupied with dieting or food. The Intuitive Eating Scale (IES) is based on three domains: Unconditional Permission to Eat (UPE), Eating for Physical rather than Emotional Reasons (EPR), and Reliance on Hunger and Satiety Cues (RHSC). This article discusses the development and evaluation of the IES-2. The IES-2 yields four domains of intuitive eating and additional items were added to the domains. The IES-2 total scores and subscores were positively related to body appreciation, self-esteem, and satisfaction with life. The scores were inversely related to disordered eating behavior, body surveillance, and body shame. The IES also demonstrated incremental validity by predicting psychological well-being above and beyond eating disordered symptomology.



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**THEME 6: ATTACHMENT THEORY & SELF-EFFICACY**

**Garrison, A. M., Kahn, J. H., Sauer, E. M., & Florczak, M. A. (2012). Disentangling the effects of depression symptoms and adult attachment of emotional disclosure. *Journal of Counseling Psychology, 59* (2), 230-239.**

Previous research has indicated that high levels of depressive symptoms and insecure attachment orientation is associated with less emotional disclosure. This study examined if depressive symptoms and insecure attachment orientation together would predict emotional disclosure. College students completed a daily diary rating their most unpleasant event and their disclosure of said event as well as completing measures of depressive symptoms, adult attachment orientation and generalized disclosure tendencies. The results support previous research findings in that depressive symptoms and insecure attachment orientation were negatively related to general disclosure. Implications for theory and practice are discussed.

**Mattanah, J. F., Lopez, F. G., & Govern, J. M. (2011). The contributions of parental attachment bonds to college student development and adjustment: A meta-analytic review. *Journal of Counseling Psychology, 58* (4), 565-596**

A meta-analysis was conducted exploring the relationship between parental attachment and multiple adjustment outcomes during the college years. One hundred and fifty-six articles were reviewed. Results indicated a small relationship between quality parental attachment and favorable adjustment outcomes. The relationship between adjustment and attachment was dependent upon the developmental task being studied. Counseling implications are discussed.

**Raque-Bogdan, T. L., Ericson, S. K., Jackson, J., Martin, H. M., & Bryan, N. A. (2011). Attachment and mental and physical health: Self-compassion and mattering as mediators. *Journal of Counseling Psychology, 58* (2), 272-278.**

Self-compassion and mattering are examined in this study, in regards to the relationship between attachment and mental and physical health. Two hundred and eight college students were surveyed on relationships among attachment, self-compassion, mattering, and functional health. Results indicated that the relationship between attachment and mental health was facilitated by mattering and self-compassion. Implications for clinical practice are discussed.

**Wright, S. L., & Perrone, K. M. (2010). An examination of the role of attachment and efficacy in life satisfaction. *The Counseling Psychologist, 38*(6), 796- 823.  
<http://dx.doi.org/10.1177/0011000009359204>**

Researchers tested a conceptual model to investigate if social self-efficacy and career decision making self-efficacy were mediators between participants' attachments and life satisfaction. Results revealed that both social self-efficacy and career decision making self-efficacy were mediators between attachment and life satisfaction. Researchers concluded that adult attachment is an

important component for college students' perceptions of efficacy in their social relationships and career decisions which both impact life satisfaction.

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**THEME 7: COUNSELING PSYCHOLOGY TRAINING, SUPERVISION,**  
**& DOCTORAL STUDENTS**

**Burkard, A. W., Knox, S., Hess, S. A., & Schultz, J. (2009). Lesbian, gay, and bisexual supervisees' experiences of LGB-affirmative and nonaffirmative supervision. *Journal of Counseling Psychology, 56* (1), 176-188.**

Much of the research regarding cultural influences on supervision is primarily focused on ethnicity/race and gender. There is minimal research focused on sexuality concerns and supervision. This qualitative study interviewed 17 doctoral students in professional psychology program that identified as either lesbian, gay, or bisexual. The results indicated that many of the participants received minimal training in regards to LGB issues or the issues were presented secondary to other cultural concerns. Participants in LGB-affirming supervision felt supported in their LGB-affirmative work with clients, it positively affected the supervision relationship, client outcomes, and themselves as supervisees. Conversely, participants in LGB-nonaffirming supervision perceived supervisors as biased and the nonaffirming supervision negatively affected the supervisory relationship, client outcomes and supervisees.

**Clark, H. K., Murdock, N. L., & Koetting, K. (2009). Predicting burnout and career choice satisfaction in counseling psychology graduate students. *The Counseling Psychologist, 37*(4), 580-606.**

In this study, 284 counseling psychology students at 53 different training programs completed only self-report measures of burnout, career choice satisfaction, stress, conflict, social support (within and outside their academic program), and sense of community in their academic program. Global stress, advisor support, and sense of community in the program all were significant predictors of burnout. Further, sense of community in the program was a predictor of career choice satisfaction and moderated the effects of stress; here, for those with low stress, career choice satisfaction increased as sense of community increase, while for those with high stress, these moderating effects diminished.

**Miller, M. J. & Sendrowitz, K. (2011). Counseling psychology trainees' social justice interest and commitment. *Journal of Counseling Psychology, 58* (2), 159-169.**

Social justice and advocacy are being more incorporated by counseling psychology programs. This study uses a social-cognitive approach to understanding doctoral level counseling psychology students' social justice interest and commitment. Doctoral trainees completed different scales of the Social Issues Questionnaire. Social Justice self-efficacy, Social Justice Outcome Expectations, Social Justice Interests, and Social Justice Commitment were measured. The results indicated new findings supporting how the program environment can directly and indirectly relate to social justice and commitment. Implications for training and future research are discussed.

**Turner-Essel, L., & Waehler, C. (2009). Integrating internalization in counseling psychology training programs. *The Counseling Psychologist*, 37(6), 877-901.**

This study used online surveys of 47 APA counseling psychology training programs (response rate = 67%) and in-depth interviews with faculty at 10 programs to assess the degree to which, and how, training programs were implementing previous calls for and suggestions about how U.S. training programs can produce more internationally-cross-culturally aware graduates. Strategies and obstacles for increasing an international focus in training, along with recommendations, are provided.



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