COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COUNSELING PSYCHOLOGY LITERATURE

PHASE 3: 2014-2017

College Counseling & Psychological Services Knowledge Base
COUNSELING PSYCHOLOGY LITERATURE
PHASE 3: 2014-2017

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: Counseling Psychology Literature, 2014-2017

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1A: GENDER & ETHNICITY

Arbona, C., & Jimenez, C. (2014). Minority stress, ethnic identity, and depression among Latino/a college students. *Journal of Counseling Psychology, 61*(1), 162-168.

Minority stress is the experience of stress in negative situations in which the individual's membership in a minority population is a salient aspect of the interaction. The purpose of this study was to examine how minority stress is associated with depressive symptoms among Latino/a college students. Ethnic identity as a moderator between minority stress and depression symptoms was also examined. Participants, 309 Latino/a students, completed the College Stress Scale (CSS), Minority Status Stress Scale (MSSS), Center for Epidemiologic Studies Depression Scale (CES–D), and Multigroup Ethnic Identity Measure–Revised (MEIM–R). Findings revealed that minority stress in the areas of academic concerns and negative perceptions of the campus climate are uniquely associated to depressive symptoms. Ethnic identity was not found to moderate the relation of minority stress to depression.

Carrera, S. G., & Wei, M. (2014). Bicultural competence, acculturative family distancing, and future depression in Latino/a college students: A moderated mediation model. *Journal of Counseling Psychology, 61*(3), 427-436.

This study examined whether bicultural competence (BC) served as a mediator or moderator for the relationship between acculturative family distancing (AFD) and depression. The authors propose that when Latino/a students experience incongruent values or ineffective communication with their family they are likely to have lower bicultural competence and report greater depression. Results supported the hypothesis that certain dimensions of cultural competence significantly mediated relations between specific dimensions of AFD with future depression.

Chen, Y.-L., Liu, M.-C., Tsai, T.-W., & Chen, Y.-H. (2015). Religious practices in cross-cultural contexts: Indonesian male science students' adjustment in Taiwan. *Journal of Counseling Psychology, 62*(3), 464-475.

This qualitative study examined how fourteen Muslim male graduate students cope with religion-related adjustment issues. The students were Indonesian individuals studying in Taiwan. Results indicated that students coped with discrimination and inconvenience by relying heavily on their religion and their relationships.

Cheng, H.-L., & Mallinckrodt, B. (2015). Racial/ethnic discrimination, posttraumatic stress symptoms, and alcohol problems in a longitudinal study of Hispanic/Latino college students. *Journal of Counseling Psychology, 62*(1), 38-49.

The goal of this study was to examine the effects of experiences of discrimination on problem alcohol use and PTSD symptoms in Hispanics/Latino college students. This was a longitudinal study, with 203 Hispanic/Latino students completing surveys twice with a 1-year interval. The General Ethnic Discrimination (CED), Posttraumatic Stress Disorder Checklist—Civilian (PCL-C), Alcohol Use Disorders Identification Test (AUDIT) were used. Findings confirmed the authors' hypotheses that experiences of discrimination are significantly and positively associated with alcohol problems and PTSD symptoms, and that alcohol problems are not significantly associated with later discrimination or PTSD symptoms. Results showed that students who experienced more discrimination reported higher levels of PTSD symptoms.

Cheng, H.-L., Tran, A. G. T. T., Miyake, E. R., & Kim, H. Y. (2017). Disordered eating among Asian American college women: A racially expanded model of objectification theory. *Journal of Counseling Psychology, 64*(2), 179-191.

Objectification theory has served as an invaluable tool in understanding the possible etiological bases of disordered eating among college women. The authors of this study expanded the model to examine if perceived racial discrimination, perpetual foreigner racism, and racial/ethnic teasing also serve as correlates of Asian American college women's self-objectification processes and eating disorder symptomatology. Results indicated that racial stressors had significant associations with media internalization, body surveillance, body shame, and disordered eating. Racial discrimination, racial/ethnic teasing, and perpetual foreigner racism led to media internalization, which was connected to body shame and, further, to disordered eating.

Cokley, K., Smith, L., Bernard, D., Hurst, A., Jackson, S., Stone, S., . . . Roberts, D. (2017). Impostor feelings as a moderator and mediator of the relationship between perceived discrimination and mental health among racial/ethnic minority college students. *Journal of Counseling Psychology, 64*(2), 141-154.

This study investigated whether impostor feelings would both moderate and mediate the relationship between perceived discrimination and mental health in minority college students. Participants were 322 self-identified racial/ethnic minority students. Students completed the Clance Impostor Phenomenon Scale (CIPS), Perceived Discrimination Scale (PDS), and Mental Health Inventory–18 (MHI-18) using Qualtrics survey software. Results indicated that high levels of impostor feelings moderated the perceived discrimination and depression relationship and mediated the perceived discrimination and anxiety relationship. Among Asian American students, impostor feelings mediated the relationship between perceived discrimination and both depression and anxiety. Among Latino/a American students, low levels of impostor feelings moderated the relationship between perceived discrimination and both depression and anxiety, and partially mediated the relationship between perceived discrimination and anxiety.

Flores, L. Y., Navarro, R. L., Lee, H. S., Addae, D. A., Gonzalez, R., Luna, L. L., . . . Mitchell, M. (2014). Academic satisfaction among Latino/a and White men and women engineering students. *Journal of Counseling Psychology, 61*(1), 81-92.

People of color and white women are underrepresented in the engineering field. The purpose of this study was to understand the academic satisfaction in engineering among White and Latino/a engineering students. Utilizing social cognitive career theory (SCCT) as a theoretical framework, the authors hypothesized that student interests, goals, and satisfaction are influenced by self-efficacy. The Engineering Self-Efficacy Scale, Engineering Outcomes Expectations Scale, and modified Likert scales were administered to 527 engineering students at a Hispanic serving institution (HSI). Findings supported the relations between self-efficacy, interests, and goals, suggesting that engineering students attending HSIs develop interests in engineering activities when they possess high confidence in their abilities to successfully perform engineering tasks. These finding indicate that SCCT predictors accounted for a significant amount of variance in academic satisfaction.

Hirai, R., Frazier, P., & Syed, M. (2015). Psychological and sociocultural adjustment of first-year international students: Trajectories and predictors. *Journal of Counseling Psychology, 62*(3), 438-452.

The first goal of this study was to explore multiple trajectories of adjustment among first-year international students using a broader range of adjustment measures. The second goal was to identify important predictors of trajectories. A total of 248 international undergraduate and graduate international students participated in this 1 academic year-long study. Findings displayed high stable, moderate stable, and low decreasing distress trajectories. Perceived control over academic stress was one of the most important predictors, with other predictors being neuroticism, openness, comfort with the English language, and social support.

Liu, T., Wong, Y. J., Tsai, P. C. (2016). Conditional mediation models of intersecting identities among female Asian international students. *The Counseling Psychologist*, **44(3), 411–441.**

Female Asian international students experience a broad range of stereotypes directed at their different social identities, including gender, race, and country of origin. This study focused on the link between discrimination and life satisfaction among 216 female Asian international students. Types of discrimination, the pathways from perceived discrimination to life satisfaction, and the contexts of these pathways were explored. Results demonstrated that discrimination on basis of gender, race, and country or origin predicted decreased life satisfaction. Loneliness was found to mediate the relationship between gender, racial, and nationality discrimination and life satisfaction.

Neville, H. A., Poteat, V. P., Lewis, J. A., & Spanierman, L. B. (2014). Changes in White college students' color-blind racial ideology over 4 years: Do diversity experiences make a difference? *Journal of Counseling Psychology, 61*(2), 179-190.

Color blind racial ideology (CBRI) are beliefs that distort the existence of racism. The purpose of this study was to examine potential changes in White college students' CBRI during their college experience. The 857 White college student participants were part of a larger, longitudinal study. Finding supported the association between college diversity experiences, such as diversity

courses and relationships with Black peers, and changes in CBRI. Greater interaction with diversity led to a significant decrease in CBRI.

Ortega, N. E., Wang, K. T., Slaney, R. B., Hayes, J. A., & Morales, A. (2014). Personal and familiar aspects of perfectionism in Latino/a students. *The Counseling Psychologist*, **42(3), 406–427.**

This study focuses on examining the impact of both personal and family aspects of perfectionism among Latino/a college students on psychological distress. The participants were 207 Latino college students. Results indicated that Personal Standards was significantly associated with depressive symptoms, anxiety symptoms, and self-esteem. Family perfectionism was also found to be negatively associated with Latino/a students' psychological health.

Schmidt, C., Piontkowski, S., Raque-Bogdan, T., & Ziemer, K. S. (2014). Relational health, ethnic identity, and well-being of college students of color: A strengths-based perspective. *The Counseling Psychologist*, *42*(4), 473–496.

The authors of this study utilized a framework of relational-cultural theory (RCT) to explore the relations between growth-enhancing relationships, ethnic identity, and psychological and physical well-being for college students of color. The 229 self-identified ethnic minority participants were part of a larger project. Results found that students of color who have fewer growth-enhancing relationships with peers, mentors, and their community, and a less-developed sense of ethnic identity, appear to have lower levels of physical and psychological well-being.

Sheu, H.-B., Chong, S. S., Chen, H.-F., & Lin, W.-C. (2014). Well-being of Taiwanese and Singaporean college students: Cross-cultural validity of a modified social cognitive model. *Journal of Counseling Psychology, 61*(3), 447-460.

This study tests the cross-cultural validity of a modified well-being model with college students in Taiwan and Singapore, and tests measurement and structural invariance of the model between the two Asian population samples. Convenience sampling was used to gain participants at universities in Taiwan and Singapore. Results indicated that the modified well-being model fit the data well for both the Taiwanese and the Singaporean samples.

Slaten, C.D., Elison, Z.M., Lee, J.Y., Yough, M., & Scalise, D. (2016). Belonging on campus: A qualitative inquiry of Asian international students. *The Counseling Psychologist*, **44(3), 383–410**

Previous research has indicated that Asian international students (AIS) experience a considerable amount of psychological distress as they navigate the process of adjusting to a new culture and environment. The goal of this study is to examine AIS' understanding and beliefs about what influences their sense of belonging on campus. This study utilized consensual qualitative research (CQR) to understand 11 AIS participants' experiences related to university belonging. Individual participants were interviewed by a single interviewer. Results produced a variety of responses. Valued group involvement, meaningful personal relationships, and opportunities for

bonding increased a sense of belonging on campus. Acculturative stress, discrimination, and lack of resources negatively affected AIS sense of belonging.

Villegas-Gold, R., & Yoo, H. C. (2014). Coping with discrimination among Mexican American college students. *Journal of Counseling Psychology, 61*(3), 404-413.

This study examined the effects of engagement and disengagement as a coping strategy on the relationship between racial discrimination and subjective well-being. Engagement was defined as actively managing the stress through methods like problem solving, expression of emotion, and social support. Disengagement was defined as moving away from stressors through methods of withdrawal, self-criticism, and avoidance. Participants consisted of 302 self-identified Mexican American college students. Participants completed the Perceived Racism Scale for Latina/os (PRSL), Coping Strategies Inventory (CSI), Satisfaction with Life Scale (SWLS), and Positive and Negative Affect Schedule (PANAS). Results suggested that perceived racial discrimination was negatively correlated with subjective well-being. The engagement coping mechanism of problem solving had a significant mediating effect associated with elevated subjective well-being. The disengagement coping strategies of self-criticism, wishful thinking, and social withdrawal were negatively related to subjective well-being.

Wong, Y. J., Tsai, P.-C., Liu, T., Zhu, Q., & Wei, M. (2014). Male Asian international students' perceived racial discrimination, masculine identity, and subjective masculinity stress: A moderated mediation model. *Journal of Counseling Psychology, 61*(4), 560-569.

This study examined how male Asian international students' masculine identities interact with their experiences of racial discrimination. Online surveys were administered to 160 Asian male international students. Results indicated that perceived racial discrimination and subjective masculinity stress were both significantly related to psychological distress. Additionally, subjective masculinity stress mediated the relationship between perceived racial discrimination and psychological distress at high levels of masculine identity centrality.

Wong, Y. J., Wang, K. T., & Maffini, C. S. (2014). Asian international students' mental health-related outcomes: A person × context cultural framework. *The Counseling Psychologist*, 42(2), 278–305.

This study examined the relationship between cultural values and mental health-related outcomes in Asian international students. Data was collected in conjunction with another study, and produced 465 participants who engaged in a quasi-experimental research design. Findings demonstrated that Asian international students who strongly adhered to emotional self-control and humility tended to have negative attitudes toward seeking professional psychological help, and that adherence to humility during their interactions with peers was significantly and positively associated with depressive symptoms.

Yap, S. C. Y., Donnellan, M. B., Schwartz, S. J., Kim, S. Y., Castillo, L. G., Zamboanga, B. L., . . . Vazsonyi, A. T. (2014). Investigating the structure and measurement

invariance of the Multigroup Ethnic Identity Measure in a multiethnic sample of college students. *Journal of Counseling Psychology, 61*(3), 437-446.

The authors evaluated the Multigroup Ethnic Identity Measure (MEIM). Using data from 9,625 student participants, the study evaluated the measurement invariance of the MEIM. Results provided evidence for configural and metric invariance of the 12-item version of the MEIM across five different ethnic groups of college students (i.e., White, Black, Hispanic, East Asian, South Asian). However, results found little evidence of overall scalar invariance. These finding suggest that the MEIM can useful for studying the correlates of ethnic identity in diverse groups, but it may not be suited for making mean-level comparisons across diverse groups.

Kim, P. Y., Kendall, D. L., & Webb, M. (2015). Religious coping moderates the relation between racism and psychological well-being among Christian Asian American college students. *Journal of Counseling Psychology, 62*(1), 87-94.

The authors propose that positive religious coping, or securely relating to what a person considers to be central to their faith, may have a facilitative role in mental health by protecting against racism's effects on a person's psychological well-being; while negative religious coping, or struggling with one's faith, would serve as a moderator amplifying adverse effects of racism on mental health. This study had 107 Asian American undergraduate students take the Subtle and Blatant Racism Scale for Asian American College Students (SABR-A), Psychological Well-Being Scale subscale (PWB) of the Mental Health Inventory (MHI), and Brief RCOPE through an online survey. Results showed a negative and significant correlation between subtle racism and psychological well-being, positive and significant correlation between subtle racism and negative religious coping, and positive and significant relationship between positive religious coping and psychological well-being. This study found that negative religious coping moderated the relationship between racism and mental health.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: Counseling Psychology Literature, 2014-2017

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1B: GLBTQ Students

Borders, A., Guillen, L. A., & Meyer, I. H. (2014). Rumination, sexual orientation uncertainty, and psychological distress in sexual minority university students. *The Counseling Psychologist*, 42(4), 497–523.

This study examined the associations between sexual orientation uncertainty, rumination, and psychological distress in a sample of 207 university students. Data analysis indicated that higher levels of sexual orientation uncertainty were significantly associated with greater rumination, depressive symptoms, and perceived stress. Results found that increased rumination significantly mediated the associations between sexual orientation uncertainty and depression, perceived stress, and aggression.

Ollen, E. W., Ameral, V. E., Palm Reed, K., & Hines, D. A. (2017). Sexual minority college students' perceptions on dating violence and sexual assault. *Journal of Counseling Psychology, 64*(1), 112-119.

College students are a particularly vulnerable demographic for sexual assault (SA) and dating violence (DV), but research quantity is skewed in the favor of sexual majorities. However, sexual minority students experience victimization at equal or higher rates. This study explored sexual minority college students' perceptions of the SA and DV prevalence, risk and protective factors, and barriers to seeking help. Utilizing the theoretical approach of minority stress framework, a total of 14 students participated in two focus groups. Results from the majority of students in both focus groups perceived DV and SA among sexual minorities to be less common when compared to their heterosexual counterparts.

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1C: Military/Veteran Students

Romero, D. H., Riggs, S. A., & Ruggero, C. (2015). Coping, family social support, and psychological symptoms among student veterans. *Journal of Counseling Psychology, 62*(2), 242-252.

The purpose of this study was to examine links between coping style, family social support, and psychological symptoms among college student veterans to better inform interventions efforts with this population in a college environment. Participants were drawn from a larger project, producing 136 military veterans for this sample. Approximately 24% of the sample had a previous psychiatric diagnosis. Findings indicated that avoidant coping was positively associated with depressive, GAD, and PTSD symptoms. Family social support demonstrated both direct and moderating effects on symptom expression.

THEME 2: UNDERGRADUATE PSYCHOLOGY & GRADUATE COUNSELING PSYCHOLOGY EDUCATION, TRAINING, & SUPERVISION

Burnes, T. R., Singh, A. A., Witherspoon, R. G. (2017). Graduate counseling psychology training in sex and sexuality: An exploratory analysis. *The Counseling Psychologist*, 45(4), 470–486.

Psychologists without sexuality-related training in general, and especially those without sex-positive training, may inadvertently harm clients with diverse sexual expressions by failing to value their sexuality. The purpose of this study was to explore the current training on sex and sexuality within counseling psychology programs to identify the gaps and opportunities for integrating sex-positive approaches in training. Participants were 25 counseling psychology doctoral program administrators. Results found that, from the sample, 16% of the counseling psychology doctoral programs had one or more courses entirely devoted to human sexuality. Thirty-two percent had no courses dealing with human sexuality at all, and 52% offered one or more courses in which sexuality comprised a small component. Only 8% specifically mentioned sex positivity as an aspect of their training curriculum.

Chan, A. W., Yeh, C. J., & Krumboltz, J. D. (2015). Mentoring ethnic minority counseling and clinical psychology students: A multicultural, ecological, and relational model. *Journal of Counseling Psychology, 62*(4), 592-607.

The authors of this study sought to understand the role of race and culture in successful mentoring relationships in graduate school. Purposeful sampling was used to gain nine faculty mentors and 15 doctoral-level mentees as participants. Data was collected using semi-structured interviews, and grounded theory was used as the basis to code collected data. Results produced 5 themes: 1) Career support and guidance tailored for ethnic minorities, 2) Relationality between mentors and mentees, 3) Significance of contexts, 4) Interconnections across contexts, and 5) Multidirectionality of interactions between contexts.

Chui H, Hill CE, Ain S, Ericson SK, Ganginis Del Pino HV, Hummel AM, et al. (2014). Training undergraduate students to use challenges. *The Counseling Psychologist*, 42(6), 758–77.

The purpose of this second part of a three-part series was to assess the outcomes of training in challenges in terms of self-efficacy. The 103 undergraduate students rated themselves as having more self-efficacy after training. This self-efficacy was still maintained 5 weeks after training.

Hill, C. E., Baumann, E., Shafran, N., Gupta, S., Morrison, A., Rojas, A. E. P., . . . Gelso, C. J. (2015). Is training effective? A study of counseling psychology doctoral trainees in

a psychodynamic/interpersonal training clinic. *Journal of Counseling Psychology, 62*(2), 184-201.

This study examined changes across time for 23 doctoral-level counseling psychology student trainees as well as what helped trainees change. Information was collected through the use of inventories and semi-structured interviews. Results showed that, through the course of training, the trainees grew and emerged to be more self-efficacious, authentic, aware, and present in session. Trainees also indicated that they were better able to use techniques, manage countertransference, and display flexibility in managing logistics of their sessions. Trainees expressed that their program and experiences promoted their change.

Hill, C. E., Spangler, P.T., Chui, H., Jackson, J. L. (2014). Training undergraduate students to use insight skills: overview of the rationale, methods, and analyses for three studies. *The Counseling Psychologist*, 42(6), 702–28

This article is a review of literature on helping skills training to establish the rationale for a series of studies exploring the training of undergraduate student to use immediacy, challenges, and interpretation. The article reviews literature on the effectiveness of early training programs. The goals, methods, analyses of the three-part series are discussed.

Hill, C. E., Spangler, P. T., Jackson, J., Chui, H. (2014). Training undergraduate students to use insight skills: Integrating the results of three studies. *The Counseling Psychologist*, 42(6), 800–820.

This article analyzed the results of a three-part series of studies examining self-efficacy of students in incorporating helping skills after receiving training. The trained and measured skills were immediacy, challenges, and interpretation. Increases in self-efficacy for the target skill were found across all studies.

Jackson, J. L., Hill, C. E., Spangler, P. T., Ericson, S. K., Merson, E. S. , Liu, J., et al. (2014). Training undergraduate students to use interpretation. *The Counseling Psychologist*, 42(6), 778–99.

The purpose of this third part of a three-part series was to assess the outcomes of training in interpretation in terms of self-efficacy. The 128 undergraduate participants were taught the skill of interpretation. In a role play, students used the skill of interpretation, indicating that training was effective for increasing students' self-efficacy for using interpretation

Motulsky, S. L., Gere, S. H., Saleem, R., Trantham, S. M. (2014). Teaching social justice in counseling psychology. *The Counseling Psychologist*, 42(8), 1058–1083.

Social justice is a necessary value and commitment for the profession of counseling to embrace. The authors of this study present a case study of a master's counseling psychology program at Lesley University in Cambridge, Massachusetts, has integrated social justice awareness and advocacy competencies. In this program: faculty collaborate to reach goals, social justice is

incorporated across the curriculum in as many classes as possible, and clinical skills incorporating social justice are developed.

O'Brien, K. M., Risco, C. M., Castro, J., Goodman, L. A. (2014). Educating undergraduate students to work with children of abused women. *The Counseling Psychologist*, 42(7), 972-997.

The purpose of this study was to describe and evaluate the efficacy of a university–community partnership in which undergraduate students were educated about intimate partner violence. Education was provided through the use of a didactic course and an optional service-learning experience. This study used quantitative and qualitative analyses to assess changes in students' knowledge about intimate partner violence, resources available for survivors, how to respond to a friend who is being abused, and their own perceptions on personal change. Results indicated that after participation in the university–community partnership, students gained knowledge about intimate partner violence and the resources available to survivors, improved in their responses to a hypothetical scenario, and reported enhanced personal awareness of the complexities associated with intimate partner violence.

Spangler, P. T., Hill, C. E., Dunn, M. G., Hummel, A., Walden, T., Liu, J.…Salahuddin, N. (2014). Training undergraduate students to use immediacy. *The Counseling Psychologist*, 42(6), 729–757.

The purpose of this first part of a three-part series was to assess the outcomes of training in immediacy in terms of growth trajectories in self-efficacy. The 132 undergraduate participants were taught the skill of immediacy and were assessed after weekly labs. Results provided evidence for the effectiveness of the immediacy training.

THEME 3: COLLEGE STUDENT HELP-SEEKING
ACROSS CAMPUS POPLUATIONS

Allen, G.E.K., Cox, J., Smith, T.B., Hafoka, O., Griner, D., & Beecher, M. (2016). Psychotherapy utilization and presenting concerns among Polynesian American college students. *The Counseling Psychologist*, 44(1), 28–49.

Underutilization of services among racial and ethnic minority students on campuses has been an enduring issue on college campuses, with one underserved populating being Polynesian Americans. This study sought to begin to fill in our knowledge gaps regarding: the utilization rates, common presenting concerns, response to treatment, and reports of abuse in the Polynesian American population. Results produced multiple findings. Polynesian and European American students were relatively equally likely to complete an intake at the counseling center, relative to their proportions on campus. Among Polynesian Americans, common concerns were parental divorce and/or substance abuse problems, and physical abuse in the family. Compared to European Americans, Polynesian American students exhibited higher distress rates in: academic or schoolwork or grades; adjustment to the university; alcohol and drugs; concentration; ethnic/racial discrimination; homesickness; irritability, anger, or hostility; reading or study skills problems; test, speech, or performance anxiety; and time management.

Chen, J. I., Romero, G. D., & Karver, M. S. (2016). The relationship of perceived campus culture to mental health help-seeking intentions. *Journal of Counseling Psychology, 63*(6), 677-684.

This study explored the relationship between perceived campus culture and mental health help-seeking (MHHS) intentions of students. The study focused on the roles that attitudes, stigma, and perceived barriers to treatment serve in MHHS. Results suggest that perceived campus culture may serve an important role in personal mental health treatment beliefs. Results also supported the concept that personal attitudes serve as a significant mediator in the relationship between perceived campus attitudes and help-seeking intentions.

Choi, N.-Y., & Miller, M. J. (2014). AAPI college students' willingness to seek counseling: The role of culture, stigma, and attitudes. *Journal of Counseling Psychology, 61*(3), 340-351.

This study explored Asian, Asian American, and Pacific Islanders' (AAPI) willingness to seek counseling using a sample of 278 college students. The authors focused on AAPI cultural attitudes, willingness, values, and stigma in relation to students in this population seeking counseling. The study's findings suggested that Asian cultural values related to a diminished willingness to seek counseling through public stigma. Public stigma was found to be positively related to self-stigma, which was also negatively related to attitudes towards seeking professional help.

Garriott, P. O., Raque-Bogdan, T. L., Yalango, K., Ziemer, K. S., & Utley, J. (2017). Intentions to seek counseling in first-generation and continuing-generation college students. *Journal of Counseling Psychology, 64*(4), 432-442.

This study investigates the relationship between environmental supports, personal stigma, self-stigma, and attitudes, to first- and continuing-generation college students' intentions to seek counseling. Participants were 610 college students recruited from seven universities across several regions of the U.S. Findings indicated that institutional supports, but not family and friend supports, was a significant, negative predictor of personal stigma. Next, the relationship between personal stigma and self-stigma was stronger for continuing; compared with first-generation students. However, the relationship between self-stigma and attitudes was stronger for first-generation college students. Also, attitudes significantly predicted intentions to seek counseling.

Heath, P. J., Vogel, D. L., Al-Darmaki, F. R. (2016). Help-seeking attitudes of United Arab Emirates students: Examining loss of face, stigma, and self-disclosure. *The Counseling Psychologist*, 44(3), 331-352.

The authors of this study note how psychological help-seeking patterns of college students in the United Arab Emirates (UAE) are heavily influenced by cultural values and beliefs. Seeking psychological help is viewed as disgraceful in Emirati culture and therefore heavily stigmatized. In Emirati culture, self-disclosing information to others is considered taboo. This study examined a model in which the relationship between loss of face and stigma and help-seeking attitudes is mediated by self-disclosure expectations. Participants included 407 (161 male and 246 female) college students at a large national university in the UAE. Results suggest that help-seeking attitudes are indirectly related to feared loss of face and stigma through the mediating variables of perceived risks and perceived benefits associated with self-disclosing to a counselor.

Kim, P. Y., & Kendall, D. L. (2015). Etiology beliefs moderate the influence of emotional self-control on willingness to see a counselor through help-seeking attitudes among Asian American students. *Journal of Counseling Psychology, 62*(2), 148-158.

This study explored etiology beliefs about mental illness in relation to emotional self-control and willingness to see a counselor in 232 Asian American college students. Biological and spiritual etiology beliefs were analyzed as a moderator. Finding showed that Asian help-seeking attitudes significantly explained the inverse relation between emotional self-control and willingness to see a counselor biological and spiritual etiology beliefs moderated this explanation.

Shea, M., Wong, Y.J., Nguyen, K.K., & Baghdasarian, S. (2017). College women's subjective femininity stress, gender solidarity, and psychological help-seeking intentions. *The Counseling Psychologist*, 45(3), 438–461.

Previous research has demonstrated that one of the most consistent factors in predicting help-seeking attitudes is gender. This study utilized the theory of reasoned action (TRA) as a framework to consider factors that predict individuals' psychological help-seeking behavior.

This study investigated the associations between subjective femininity stress and gender solidarity and psychological help-seeking intention, while exploring the mediating roles of help-seeking attitudes and social stigma. The sample included 451 participants who self-identified as women from a minority serving institution. Results found a positive association between subjective femininity stress and perceived stigma. Results also indicated a positive relationship between femininity stress and attitudes toward seeking professional help, and its subsequent positive relationship with help-seeking intention. Mediation analysis showed that femininity stress was positively related to stigma and attitudes toward seeking professional help, but negatively correlated with help-seeking intention.

Tuliao, A.P., Velasquez, P.A.E., Bello, A.M., & Pinson, M.J.T. (2016). Intent to seek counseling among Filipinos: Examining loss of face and gender. *The Counseling Psychologist*, 44(3), 353–382.

This study expanded upon Cramer's model of help-seeking behavior. The authors of this study, by adding loss of face to the model, found positive associations with self-concealment and intent to seek counseling and a negative association with attitudes toward counseling among 359 Filipino university students. By incorporating loss of face and accounting for gender differences in social support, the study produced a revised model that could replicate to a Filipino sample.

Vogel, D. L., Strass, H. A., Heath, P. J., Al-Darmaki, F. R., Armstrong, P. I., Baptista, M. N., … Zlati, A. (2017). Stigma of seeking psychological services: Examining college students across ten countries/regions. *The Counseling Psychologist*, 45(2), 170–192.

There are many factors that influence an individual's decision to seek or avoid counseling, and one of the most salient factors is stigma. Research supports the view that, in the U.S., public stigma and self-stigma are often the primary determinant of attitudes toward psychological services. This study examined the relationships between public stigma, self-stigma, and attitudes toward psychological services in college students from 10 countries and regions. The regions studied were Australia, Brazil, Canada, Hong Kong, Portugal, Romania, Taiwan, Turkey, the United Arab Emirates (UAE), and the U.S. The sample consisted of 3,276 college students from universities/colleges located in these 10 different regions. Results suggest that higher levels of public stigma are associated with higher levels of self-stigma and that higher levels of self-stigma are associated with more negative attitudes toward seeking help in most of the studied countries. Hong Kong, Turkey, and the UAE showed a smaller relationship between self-stigma and attitudes than the average of the other countries and regions.

THEME 4: COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS & PRESENTING CONCERNS

Baker, M. R., Frazier, P. A., Greer, C., Paulsen, J. A., Howard, K., Meredith, L. N., . . . Shallcross, S. L. (2016). Sexual victimization history predicts academic performance in college women. *Journal of Counseling Psychology, 63*(6), 685-692.

This study examined the relation between SV history and academic performance. Academic performance was measured by end-of-semester cumulative GPA, final GPA at 4-year follow-up, and leaving college. Data was collected using two longitudinal studies. The study's findings were replicated in both studies. The findings indicated that exposure to more types of SV predicted poorer college academic performance in women.

Boyraz, G., Granda, R., Baker, C. N., Tidwell, L. L., & Waits, J. B. (2016). Posttraumatic stress, effort regulation, and academic outcomes among college students: A longitudinal study. *Journal of Counseling Psychology, 63(4), 475-486*

This study utilizes the self-regulated learning (SRL) perspective to hypothesize that students enrolled in college who also experience high PTSD symptomology may struggle with self-regulation which negatively affects their academic performance. A longitudinal study was used to examine 484 first-year students, 60 of whom screened positive for PTSD, from fall 2013 to spring 2015. Results found that dropout rate was significantly higher for those students with PTSD. Results also suggested that students with high PTSD symptomology may experience difficulty maintaining a high GPA in their first year due to difficulties in effort regulation.

Garriott, P. O., Hudyma, A., Keene, C., & Santiago, D. (2015). Social cognitive predictors of first- and non-first-generation college students' academic and life satisfaction. *Journal of Counseling Psychology, 62*(2), 253-263.

First-generation college students experience higher education differently than their non-first-generation peers. This study tested Lent's social–cognitive model of normative well-being among 215 first-gen and 199 non-first-generation college students. Results suggested that the model provided an adequate fit to the data, supported that college self-efficacy and outcome expectations mediate relationships between variables in the model, and displayed a three-way interaction between academic satisfaction, intrinsic motivation, and first-generation student status.

Han, S., Kahn, J. H. (2017) Attachment, Emotion Regulation Difficulties, and Disordered Eating Among College Women and Men. *The Counseling Psychologist*. 45(8), 1066-1090.

This study examined how insecure attachment is distinctively related to binge eating and restricted eating through the emotion regulation difficulty pathways of emotional reactivity and

emotional cutoff. Gender differences among these relationships were also explored. Participants were found through the psychology department research participation pool at a university in the U.S. Results found that attachment anxiety was associated with binge eating via emotional reactivity, and attachment avoidance was associated with restricted eating via emotional cutoff, in both college women and men. Emotional cutoff was found to mediate the association between attachment avoidance and restricted eating, in addition to replicating the mediating role of emotional reactivity in the association between attachment anxiety and binge eating.

McDermott, R. C., Cheng, H. L., Wright, C., Browning, B. R., Upton, A. W., & Sevig, T. D. (2015). Adult attachment dimensions and college student distress: The mediating role of hope. *The Counseling Psychologist, 43*(6), 822–852.

This study examined the mediating effect of dispositional hope as a psychological strength between adult attachment dimensions and seven commonly assessed college student psychological symptoms. These symptoms were depression, eating concerns, substance use, generalized anxiety, hostility, social anxiety, and academic distress. Findings provided evidence that lower levels of attachment anxiety and attachment avoidance may contribute to hopeful thinking that prevents or mitigates a variety of mental health concerns.

Rice, K. G., Ray, M. E., Davis, D. E., DeBlaere, C., & Ashby, J. S. (2015). Perfectionism and longitudinal patterns of stress for STEM majors: Implications for academic performance. *Journal of Counseling Psychology, 62*(4), 718-731.

The authors of this study sought to discover whether perfectionism predicted longitudinal stress patterns for STEM students. Researchers assessed perfectionism, perceived academic stress, and academic performance in 432 freshman who intended to major in STEM-related fields. Findings revealed three stress patterns, which researchers labeled as low, moderate, and high. Perfectionism also fell into three categories, being adaptive, maladaptive, and nonperfectionistic.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: Counseling Psychology Literature, 2014-2017

THEME 5: COUNSELNG INTERVENTIONS & OUTCOMES

Conley, C. S., Shapiro, J. B., Kirsch, A. C., & Durlak, J. A. (2017). A meta-analysis of indicated mental health prevention programs for at-risk higher education students. *Journal of Counseling Psychology, 64*(2), 121-140.

A meta-analysis was conducted to evaluate the impact of face-to-face (FTF) prevention programs for various types of mental health problems. A sample size of 60 reports evaluating 79 different interventions was used. Results provided empirical support for the positive impact of indicated prevention programs for higher education students dealing with subclinical levels of depression, anxiety, anger, general psychological distress, or difficulties in interpersonal relationships.

Hintz, S., Frazier, P. A., & Meredith, L. (2015). Evaluating an online stress management intervention for college students. *Journal of Counseling Psychology, 62*(2), 137-147.

The purpose of this study was to develop and evaluate a theory-based online intervention designed to help students cope more effectively with stress. The development of this online intervention was based on the temporal mode of control and self-efficacy. Participants were recruited from psychology courses for two pilot studies. The final intervention included 159 participants also from psychology courses. Results indicated that intervention group participants experienced significantly greater reductions in perceived stress and symptoms of anxiety, depression, and stress.

Mallinckrodt, B., Miles, J. R., Bhaskar, T., Chery, N., Choi, G., & Sung, M.-R. (2014). Developing a comprehensive scale to assess college multicultural programming. *Journal of Counseling Psychology, 61*(1), 133-145

The purpose of this study was to revise and expand the Scale of Ethnocultural Empathy (SEE) to develop a multidimensional self-report instrument that could be used to assess the effectiveness of campus ethnic diversity and multicultural programming efforts. Focus groups were used to develop initial items alongside the SEE, and these items were administered to undergraduate students. Item response theory was used to guide final selection of items for the 48-item Everyday Multicultural Competencies/Revised SEE (EMC/RSEE).

Rice, K. G., Suh, H., Yang, X., Choe, E., & Davis, D. E. (2016). The advising alliance for international and domestic graduate students: Measurement invariance and implications for academic stress. *Journal of Counseling Psychology, 63*(3), 331-342.

This study analyzed measurement invariance of the Advisory Working Alliance Inventory (AWAI-S) with 434 international and 387 domestic student participants to understand student alliance and satisfaction with advisors and student stress. Findings indicated that there was no

significant difference between international and domestic students in relation to alliance, satisfaction, and stress.

Xiao, H., Castonguay, L. G., Janis, R. A., Youn, S. J., Hayes, J. A., & Locke, B. D. (2017).
     Therapist effects on dropout from a college counseling center practice research
     network. *Journal of Counseling Psychology, 64*(4), 424-431.

This study examined potential predictors of dropout in a college counseling center. Variables found to be predictive of increased likelihood of dropping out included higher levels of general presenting concerns, alcohol-related distress, and financial stress. Findings demonstrate that therapists may play an important role in the likelihood of client dropout, so the authors advocate for more, targeted research to be conducted.

THEME 6: FAMILY OF ORIGIN ISSUES & INFLUENCES

**Liao, H-Y., Spanierman, L. B., Harlow, A. J., Neville, H. A. (2017) Do Parents Matter?
Examination of White College Students' Intergroup Experiences and Attitudes. *The
Counseling Psychologist*, 45(2), 193-212**

Studies have shown a strong association between children's racial attitudes and parents'
messages about the meaning of race, racial prejudice, intergroup attitudes, and racial
colorblindness. This study examined how non-Latino White parents' attitudes towards diversity
related to their children's attitudes and intergroup experiences. The focus was specifically on
college students. Data was drawn from a larger longitudinal study. Findings provided empirical
support for the association between parental diversity attitudes and the intergroup experiences
and attitudes of their young adult children. greater openness to, and appreciation of, diversity
among parents was associated with their children's greater openness to, and appreciation of,
diversity, lower levels of racial colorblindness, and greater likelihood of engaging in campus
diversity experiences.

**Nelson, S. C., Bahrassa, N. F., Syed, M., & Lee, R. M. (2015). Transitions in young
adulthood: Exploring trajectories of parent–child conflict during college. *Journal of
Counseling Psychology, 62*(3), 545-551.**

The goal of this study was to examine different trajectories of parent–child conflict over the
college years, and then investigate the relationships between these observed trajectory groups
and gender, race, immigration status, and psychological distress. A sample size of 230
undergraduate students drawn for a larger study was utilized. Data was collected using the
Family Conflict Scale-Short Form (FCS) and Kessler Psychological Distress Scale (K10).
Findings produced four trajectories and indicated independent, complex associations among
factors and distress.

**Tarantino, N., Lamis, D. A., Ballard, E. D., Masuda, A., & Dvorak, R. D. (2015). Parent–
child conflict and drug use in college women: A moderated mediation model of self-
control and mindfulness. *Journal of Counseling Psychology, 62*(2), 303-313.**

This study examined the association between parent–child conflict and illicit drug use while
investigating the mediating roles of and interaction between self-control and mindfulness. Data
collection was conducted through an online survey over the course of three semesters with 928
undergraduate women participants. Finding showed that drug-related problems were inversely
correlated with being in a relationship, self-control, and mindfulness, and positively correlated
with parent–child conflict. In terms of mediating factors: results suggest that self-control, but
not mindfulness, mediates the positive association among parent–child conflict and the
likelihood of experiencing any problems related to drug use.

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