

## COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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## PROFESSIONAL COUNSELING LITERATURE

### PHASE 2: 1999-2013



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

<u>Contents</u>	<u>Pages</u>
• <b>Annotated Bibliography: Professional Counseling Literature, 1999-2013</b>	
○ <b>Theme 1: Specialized Campus Populations</b>	<b>3-5</b>
○ <b>Theme 2: Assessment and Intake</b>	<b>6-7</b>
○ <b>Theme 3: Intake &amp; Assessment with Diverse Populations</b>	<b>8-9</b>
○ <b>Theme 4: Professional Issues &amp; Trends</b>	<b>10-11</b>
○ <b>Theme 5: Help-Seeking, Service Utilization, &amp; Attrition</b>	<b>12-13</b>
• <b>References, Unannotated List: Professional Counseling Literature, 1999-2013</b>	<b>14-16</b>



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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**Dogan, T. (2012). A long-term study of the counseling needs of Turkish university students. *Journal of Counseling & Development, 90*(1), 91-96.**

Multiple research studies have investigated the changing counseling needs of college students in industrialized countries. However, the literature is lacking research on the counseling needs of college students in non-industrialized countries. This study addressed this gap in the literature by investigating the changing counseling needs of 1,664 university students in Turkey, a non-industrialized country, who had received counseling at the university counseling center. Results indicated that female students were more likely to receive counseling services compared to male students. Students who were in their senior year of college were most likely to seek counseling services. The most frequent referral source to the counseling center among students were self-referrals, however, referrals from parents, faculty, friends, and dormitory advisors were also common among senior students. The two most common presenting concerns of student-clients were mental health issues and developmental problems. Recommendations for future research and counseling practice are discussed.

**Franko, D. L., Jenkins, A., & Rodgers, R. F. (2012). Toward reducing risk for eating disorders and obesity in Latina college women. *Journal of Counseling & Development, 90*(3), 298-307. <http://dx.doi.org/10.1002/j.1556-6676.2012.00038.x>**

Latina women have been found to be at increased risks for eating disorders and obesity. The purpose of this study was to test the effectiveness of two computer based interventions among 64 Latina college women for the following: (1) improving motivation for change eating and activity behaviors, (2) increase fruit and vegetable intake, and (3) decrease body dissatisfaction and sociocultural attitudes towards thinness. Results indicated that the interventions significantly increased participants' motivation to participate in physical activity and eat fruits and vegetables. Furthermore, participants in the intervention groups' levels of body dissatisfaction decreased from the pre-test to the post-test. Researchers provide recommendations for how the interventions in the current study can be utilized by college counselors.

**Guiffrida, D. A., & Douthit, K. Z. (2010). The Black student experience at predominantly White colleges: Implications for school and college counselors. *Journal of Counseling & Development, 88*(3), 311-318. <http://dx.doi.org/10.1002/j.1556-6676.2010.tb00027.x>**

The purpose of this article was to provide a review of the literature about black students' experiences at Predominantly White Universities (PWIs). Researchers found that Black students who had strong relationships with faculty, family, friends from home, and involvement in Black student organizations were related to their academic persistence and success. Researchers provide specific recommendations for how school and college counselors can prepare and support Black college students who are attending PWIs.

**Grier-Reed, T., & Ganuza, Z. M. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling & Development, 89*(2), 200-205. <http://dx.doi.org/10.1002/j.1556-6678.2011.tb00078.x>**

This study investigated the effectiveness of a constructivist career development course for improving the career decision self-efficacy among 81 African American and Asian American university students. Participants reported significant improvements in all five components of career decision self-efficacy (self-appraisal, occupational information, goal selection, planning, and problem solving). Researchers concluded that the constructivist course was effective for improving the career decision self-efficacy for multicultural students.

**Kim, B. S. K., Ng, G. F., & Ann, A. J. (2009). Client adherence to Asian cultural values, common factors in counseling, and session outcome with Asian American clients at a university counseling center. *Journal of Counseling & Development, 87*(2), 131-142. <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00560.x>**

The purpose of this study was to examine (1) Asian American clients' adherence to traditional cultural values, (2) clients' expectation that counseling will be successful, (3) clients' perceptions about the client-counselor match about the etiology of their presenting concern, and (4) the correlation between clients' ratings of these three variables and their evaluations of their counseling experiences. Participants consisted of 61 Asian American college students who were clients at the university counseling center. Results demonstrated that client-counselor match about problem etiology was significantly related to positive counseling session outcomes. Implications for counseling Asian American clients are discussed.

**Ramos-Sánchez, L., & Atkinson, D. R. (2009). The relationships between Mexican American acculturation, cultural values, gender, and help-seeking intentions. *Journal of Counseling & Development, 87*(1), 62-71. <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00550.x>**

This study investigated the relationship between acculturation, enculturation, and traditional Mexican values with participants' attitudes towards seeking counseling services. Participants consisted of 262 Mexican American community college students. Results indicated that as participants' generational status increased their attitudes towards seeking counseling services became more negative. The implications of these findings suggest that adherence to traditional Mexican values increase help-seeking behaviors among Mexican American college students. The findings of this study are inconsistent with previous research on cultural barrier theory. Researchers provide recommendations for future research to resolve this inconsistency in the literature. Implications for how counseling practitioners can work effectively with Mexican American clients are discussed.

**Thrift, M. M., Ulloa-Heath, J., Reardon, R. C., & Peterson, G. W. (2012). Career interventions and the career thoughts of Pacific Island college students. *Journal of Counseling & Development, 90*(2), 169-176. <http://dx.doi.org/10.1111/j.1556-6676.2012.00022.x>**

Cognitive Information Processing Theory (CIP) highlights the importance meta-cognitive thinking in the career decision making process. This study investigated the impact of two (CIP) interventions, Career Thoughts Inventory (CTI) and an occupational research project, on reducing participants' dysfunctional career thoughts. Participants consisted of 270 university students who were randomly assigned to the CTI group, research project group, or a control group. Results indicated that both CIP interventions significantly reduced students' career decision making confusion and commitment anxiety. Participants in the CTI group indicated the most significant reduction in dysfunctional career thoughts. Researchers highlight the importance of career counselors addressing dysfunctional career thoughts with their clients in the beginning of the counseling process.

**Wang, M-C., Nyutu, P. N., & Tran, K. K. (2012). Coping, reasons for living, and suicide in Black college students. *Journal of Counseling & Development, 90, 459-466.***

The authors explored factors associated with African-American student suicidality. In their study of 361 African-American undergraduates, reasons for living mediated against suicide but not against depression. Further, avoidance-oriented coping appeared to better protect against suicidal ideation than did emotion-oriented coping for this population.

College Counseling & Psychological Services Knowledge Base  
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THEME 2: INTAKE & ASSESSMENT

**Arterberry, B. J., Martens, M. P., Cadigan, J. M., & Smith, A. E. (2012). Assessing the dependability of drinking motives via generalizability theory. *Measurement and Evaluation in Counseling and Development*, 45(4), 292-302.**  
<http://dx.doi.org/10.1177/0748175612449744>

Researchers used Generalizability Theory (GT) to investigate the reliability of the Drinking Motives Questionnaire-Revised (DMQ-R). Generalizability Theory has been found to be a comprehensive measure of reliability as analyses involve investigating the variability in scores that are related to different sources. Participants were 367 university students who had received a judicial sanction from the university as a consequence for an alcohol related offense. Overall, results indicated that the DMQ-R was a reliable measure for assessing participants' motives for alcohol use. Researchers concluded that the DMQ-R could be a valuable tool for practitioners to use for tailoring their interventions when working with college students who are living with alcohol abuse.

**Feldt, R. C., Graham, M., & Dew, D. (2011). Measuring adjustment to college: Construct validity of the Student Adaptation to College Questionnaire. *Measurement and Evaluation in Counseling and Development*, 44(2), 92-104.**  
<http://dx.doi.org/10.1177/0748175611400291>

Adjusting to the first year of college has been found to be one of the most challenging social and academic transitions that students will make in their lifetimes. Researchers sought to investigate the construct validity of the Student Adaptation to College Questionnaire (SACQ) to help identify how effectively students are making this difficult transition. Participants were 305 college students who were in their first semester. Results indicated that the following six factors were related to personal and emotional adjustment to college: emotional adjustment, social adjustment, studying, college adjustment, institutional adjustment, and academic adjustment. Recommendations for revisions to the SACQ and implications for assessment in counseling are discussed.

**Ladner, J. M., Schulenberg, S. E., Smith, C. V., & Dunaway, M. H. (2011). Assessing AD/HD in college students: Psychometric properties of the Barkley Self-Report Form. *Measurement and Evaluation in Counseling and Development*, 44(4), 215-224.**  
<http://dx.doi.org/10.1177/0748175611417879>

This study investigated the psychometric properties of the Barkely Current Symptoms Scale (BCSS) which is an instrument that was designed for the purpose of assessing Attention Deficit Hyperactivity Disorder (ADHD). Researchers sought to measure the utility of the BCSS for assessing ADHD among 643 university students. Results indicated that BCCS had a moderate to high degree of internal consistency. Cronbach's alpha for the hyperactivity/impulsivity sub-scale

was .82, the inattention sub-scale was .88, and the overall scale was .91. The convergent validity of the BCCS was supported as participants' scores were significantly correlated with their scores on two established measures for assessing ADHD, the CAARS ( $r = .87$ ) and the A-ADDES ( $r = .83$ ). Researchers concluded that the BCCS was a valid and reliable instrument for assessing ADHD among college students. Implications for college counseling are discussed.

**Matte, M., & Lafontaine, M.-F. (2012). Assessment of romantic perfectionism: Psychometric properties of the Relationship Perfectionism Scale. *Measurement and Evaluation in Counseling and Development*, 45(2), 113-132.**  
<http://dx.doi.org/10.1177/0748175611429303>

This study investigated the validity of the Romantic Relationship Perfectionism Scale (RRPS) which was adapted from the Relationship Perfectionist Scale (RPS). There were three samples of participants, (1) 898 English-speaking college students who were in heterosexual relationships, (2) 161 heterosexual individuals from the community, and (3) 55 couples who were seeking therapy at the time of data collection. Results indicated that the RRPS had adequate internal consistency,  $r = .78$  for the self-related perfectionism scores and  $r = .66$  for the other-related perfectionism scores. Results indicated adequate evidence for the convergent, concurrent, discriminant, and incremental validity of the RRPS. Researchers concluded that the RRPS is a short and valid instrument that counseling practitioners can use to measure romantic perfectionism among their clients.

**Tovar, E., & Simon, M. A. (2010). Factorial structure and invariance analysis of the Sense of Belonging Scales. *Measurement and Evaluation in Counseling and Development*, 43(3), 199-217.** <http://dx.doi.org/10.1177/0748175610384811>

Previous research has found a positive correlation between college students' sense of belonging in the college environment and retention rates. Researchers conducted a factorial analysis to evaluate the validity of the Sense of Belonging Scales (SOBS), originally developed by Hoffman et al., (2002-2003). The SOBS consists of five correlated factors (26 items) that evaluate multiple aspects of a student's sense of belongingness in a college environment. Participants were 916 master's level university students from diverse cultural backgrounds. Results indicated that the factor structure of the SOBS was significantly different than the original authors suggested. The Findings indicated that only three factors (16 items) were correlated. Furthermore, researchers found support for the reliability and convergent validity of the SOBS. Implications for how the SOBS can be utilized by counselors to measure students' perceptions of belongingness in college are discussed.

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

**THEME 3: INTAKE & ASSESSMENT WITH DIVERSE POPULATIONS**

**Canel-Çınarbaşı, D., Cui, Y., & Lauridsen, E. (2011). Cross-cultural validation of the Beck Depression Inventory–II across U.S. and Turkish samples. *Measurement and Evaluation in Counseling and Development*, 44(2), 77-91.**  
**<http://dx.doi.org/10.1177/0748175611400289>**

The primary purpose of this study was to investigate the cross-cultural invariance of the Beck Depression Inventory –II (BDI-II). Researchers used a convince sample of 355 Turkish and 500 U.S. undergraduate students. Configural invariance was established as a two-factor model emerged for both groups of students (Somatic and Cognitive Affective). An analysis of the Differential Item Functioning (DIF) of the BDI-II indicated that there were 12 items with large DIF values. Researchers include a discussion about how the findings of the present study can be used to gain a better understanding of the validity of the BDI-II among U.S. and Turkish students.

**Reynolds, A. L., Sodano, S. M., Ecklund, T. R., & Guyker, W. (2012). Dimensions of acculturation in Native American college students. *Measurement and Evaluation in Counseling and Development*, 45(2), 101-112.**  
**<http://dx.doi.org/10.1177/0748175611428330>**

Researchers sought to enhance the understanding of Native American acculturation by investigating the dimensionality of the Native American Acculturation Scales (NAAS). There were two independent samples (N=216; N=273) of Native American College students in the present study. Results indicated that there were three correlated dimensions for measuring Native American students' acculturation, including, core self, cultural self-expression, and cultural and community engagement. Researchers found support for the structural validity of the NAAS for measuring acculturation among Native American college students. Recommendations for further establishing the validity of the NAAS and implications for counseling practice are discussed.

**Huaping, S., & Dilely, H. (2012). Testing structural invariance of the Achievement Goal Questionnaire in American, Chinese, and Dutch students. *Measurement and Evaluation in Counseling and Development*, 45(4) 257-269.**

Results of this study confirmed the proposed four-factor structure of achievement goals when the Achievement Goal Questionnaire (AGQ) is employed with either American, Chinese, or Dutch learners. In turn, the measure may have applications across international college populations.

**Tovar, E., Simon, M. A., & Lee, H. B. (2009). Development and validation of the College Matter Inventory with diverse urban college students. *Measurement and Evaluation in Counseling and Development*, 42(3), 154-178.**  
**<http://dx.doi.org/10.1177/0748175609344091>**



Researchers developed the College Mattering Inventory to measure college students' perceptions of the following aspects of mattering: importance, attention support, dependence, ego extension, and marginality. Participants consisted of 3,139 college students from two separate universities, a community college and a master's level university. Results indicated that the College Mattering Inventory was a reliable instrument, Cronbach's alpha for the total mattering scale was .91. The external validity of The College Mattering Inventory was supported by the medium inter-correlation with the established Sense of Belonging Scales,  $r = -.52$ . Higher scores on the College Mattering Inventory reflect lower levels of participants' senses of belonging. Researchers concluded that the College Mattering Inventory can be used by counselors and educators to support their students. Specific implications for practice are discussed.

**Wang, K. T., Puri, R., Slaney, R. B., Methikalam, B., & Chadha, N. (2012). Cultural validity of perfectionism among Indian students: Examining personal and family aspects through a collectivistic perspective. *Measurement and Evaluation in Counseling and Development*, 45(1), 32-48.**  
**<http://dx.doi.org/10.1177/0748175611423109>**

Researchers investigated the psychometric properties of the Almost Perfectionist Scale (APS) and the Family Almost Perfectionist Scale (FAPS) among 132 college students in India. Three types of previously identified perfectionists (adaptive, maladaptive, and non-perfectionists) were compared on depression and self-esteem. Results were largely consistent with previous findings, adaptive perfectionists reported significantly higher self-esteem and lower levels of depression compared to maladaptive perfectionists. Furthermore, collectivist values were found to moderate the relationship between perfectionism and other variables. Findings supported the notion that perfectionism is prevalent among diverse groups. Researchers concluded that the APS and FAPS are useful instruments for assessing perfectionism among diverse groups of students. Specific implications for counseling clients from Asian and Indian cultural backgrounds are discussed.

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

**THEME 4: COLLEGE STUDENT COUNSELING & MENTAL HEALTH**  
**NEEDS & PRESENTING PROBLEMS**

**Brady-Amoon, P., & Fuertes, J. N. (2011). Self-efficacy, self-rated abilities, adjustment, and academic performance. *Journal of Counseling & Development, 89*(4), 431-438. <http://dx.doi.org/10.1002/j.1556-6676.2011.tb02840.x>**

The purpose of this study was to investigate the relationships between the following: self-efficacy, self-rated abilities, academic adjustment, and academic performance among 271 undergraduate college students. Results revealed several significant correlations between and among combinations of the variables. Researchers concluded that these variables are directly and indirectly associated with each other. Implications and recommendations for how college counselors can use the results of this study to work with their students more effectively are discussed.

**Chamberlin, C. M., & Zhang, N. (2009). Workaholism, health, and self-acceptance. *Journal of Counseling & Development, 87*(2), 159-169. <http://dx.doi.org/10.1002/j.1556-6676.2009.tb00563.x>**

Researchers investigated the relationships between workaholism, perceived parental workaholism, self-acceptance, psychological well-being, and physical symptoms. Survey data was collected from 249 undergraduate students and 29 graduate students. Workaholism appeared to be related with physical health problems and lower levels of self-acceptance and psychological well being. In addition, young adult's psychological well being can be impacted by workaholic parents. Authors make recommendations for how the findings can be used by counselors to work with clients who are living with workaholism.

**Lopez, F. G., Fons-Scheyd, A., Bush-King, I., & McDermott, R. C. (2011). A latent class analysis of dyadic perfectionism in a college sample. *Measurement and Evaluation in Counseling and Development, 44*(1), 32-51. <http://dx.doi.org/10.1177/0748175610391610>**

A Latent Class Analysis (LCA) of dyadic perfectionism among 369 college students was investigated to identify distinctive sub-groups of dyadic perfectionists. Researchers analyzed participants' scores on three measures of perfectionism (1) The Dyadic Almost Perfectionist Scale (DAPS), (2) High Standards (HS), and (3) Discrepancy (DISC). The results of the LCA were consistent with the findings in the existing literature, there were four distinct groups of perfectionists: adaptive, maladaptive, dyadic, and non-dyadic. The combined results of the current study support the notion that evaluating perfectionism is an effective way for counselors to begin working with couples. Specific recommendations for clinical practice are discussed.

**Schwartz, S. J., & Finley, G. E. (2010). Troubled ruminations about parents: Conceptualization and validation with emerging adults. *Journal of Counseling & Development, 88*(1), 80-91. <http://dx.doi.org/10.1002/j.1556-6678.2010.tb00154.x>**

The purpose of this study was to introduce the concept of troubled rumination about parents and develop a screening instrument. Participants were 1,376 university students. Researchers conceptualize the concept of troubled in the context of attachment theory and parental-rejection theory. In particular, troubled rumination about parents emerges from students' feelings of having been rejected by their parents. Researchers established the reliability and validity of a four item screening instrument for measuring troubled rumination about parents. Implications for the usefulness of measurement of troubled rumination about parents in clinical practice are discussed.

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

**THEME 5: HELP-SEEKING, SERVICE UTILIZATION, & ATTRITION**

**Hackler, A. H., Vogel, D. L., & Wade, N. G. (2010). Attitudes toward seeking professional help for an eating disorder: The role of stigma and anticipated outcomes. *Journal of Counseling & Development, 88*(4), 424-431. <http://dx.doi.org/10.1002/j.1556-6678.2010.tb00042.x>**

Eating disorders are a common problem among college students, however, little is known about what motivates students who are living with or at risk for an eating disorder to seek counseling services. This study examined the relationship between perceived self-stigma and attitudes towards seeking counseling services among 145 university students who were at risk for eating disorders. Results indicated that as participants' self-stigma increased their positive attitudes about seeking counseling decreased. This relationship was particularly strong for male participants. Researchers recommend that counselors are aware of the relationship between self-stigma and aptitudes about seeking counseling, especially when working with male clients who are living with or at risk for eating disorders.

**Lampropoulos, G. K., Schneider, M. K., & Spengler, P. M. (2009). Predictors of early termination in a university counseling training clinic. *Journal of Counseling & Development, 87*(1), 36-46. <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00547.x>**

High client-dropout rates in counseling and psychotherapy are a significant problems in clinical practice. The purpose of this archival study was to identify client predictor variables that were related to increased dropout rates. Data was collected from 380 archival files of university students who had received counseling services in a university-based training clinic. Results revealed the following four-factor model for predicting client dropout rates: client age, income, perceived difficulty, and functional impairment. Recommendations for how college counselors can use this predictive model to increase client retention rates are discussed.

**Vogel, D. L., & Armstrong, P. I. (2010). Self-concealment and willingness to seek counseling for psychological, academic, and career issues. *Journal of Counseling & Development, 88*(4), 387-396.**

This study sought to better understand factors contributing to the unwillingness of a student experiencing counseling-related concerns to seek professional support. Based on a sample of more than 200 students with psychological, academic, and/or career concerns, self-concealment, negative social experiences, and psychological distress all played a role in counseling-seeking decisions.

**Walter, J. P., Yon, K. J., & Skovholt, T. M. (2012). Differences in beliefs about psychological services in the relationship between sociorace and one's social network. *Journal of Counseling & Development, 90*(2), 191-199. <http://dx.doi.org/10.1111/j.1556-6676.2012.00024.x>**

This study investigated sociorace in relation to the impact that participants' social networks had on their beliefs about receiving psychological services. Participants consisted of 184 racially and ethnically diverse university students. Results indicated that the following characteristics were related to positive beliefs about psychological services: participants who had friends or family members who had received psychological services, were female, and had used psychological services in the past. There were multiple socioracial differences in participants beliefs about psychological services based on their past use of services and their social networks. Recommendations for counseling practice are discussed.



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

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