

COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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PROFESSIONAL COUNSELING LITERATURE

PHASE 3: 2014-2017/2018



**College Counseling & Psychological Services Knowledge Base
PROFESSIONAL COUNSELING LITERATURE
PHASE 3: 2014-2017/2018**

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College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: Professional Counseling Literature, 2014-2017/2018

THEME 1: ASSESSMENT AND INTAKE

Ahn, C. M., Ebesutani, C., & Kamphaus, R. W. (2014). A psychometric analysis and standardization of the behavior assessment system for children-2, self-report of personality, college version, among a Korean sample. *Measurement & Evaluation in Counseling & Development*, 47(3), 226-244. doi: 10.1177/0748175614531797

The Behavior Assessment System for Children-2-Self-Report of Personality, College Version (BASC-2 SRP-COL) was developed in 2004 as a self-report measure for college students between the ages of 18-25. The assessment measures various psychological, social, and emotional factors. This study was the first to examine the psychometric properties of the Korean version of the BASC-2 SRP-COL. The results of the study indicate strong reliability and convergent validity.

Cokley, K. (2015). A confirmatory factor analysis of the academic motivation scale with black college students. *Measurement & Evaluation in Counseling & Development*, 48(2), 124-139. doi: 10.1177/0748175614563316

In an effort to explain the achievement gap between African American students and European and Asian American students, researchers have attempted to understand academic motivations of African American students. Previous research on motivation has focused primarily on White participants. Since the achievement gap between White and Black students has been documented, it was important to look specifically at motivation in Black college students. This study used confirmatory factor analysis to examine the structure of the Academic Motivation Scale (AMS) with 578 Black participants.

Huang, Y-C. & Lin, S-H. (2015). Development and validation of an inventory for measuring student attitudes toward calculus. *Measurement & Evaluation in Counseling & Development*. 48(2), 109-123. doi: 10.1177/0748175614563314

Calculus is often a required course for Taiwanese college students studying business, engineering, management, and science. Past research has found a strong positive relationship between attitudes about math and success in mathematics. Since attitudes have such an influence on success, researchers wanted to construct an instrument that measures students' attitudes towards calculus. The assessment was named the Attitude Toward Calculus Inventory (ATCI) and all participants were Taiwanese college students. Researchers conducted three studies: an exploratory factor analysis, confirmatory factor analysis, and test-retest reliability and further validity.

Jenkins-Guarnieri, M. A., Vaughan, A. L. & Wright, S. L. (2015). Development of a self-determination measure for college students. *Measurement & Evaluation in Counseling & Development, 48(4)*, 266-284. doi: 10.1177/0748175615578737

Researchers adapted the Basic Needs Satisfaction at Work Scale to measure self-determination in college students. The new assessment was appropriately titled the Basic Needs Satisfaction at College Scale and all 525 participants were first-time, first-year college students. Researchers conducted a confirmatory factor analysis and item response theory analysis and found support for a 3-factor model with 13 items.

Levesque, C., Lafontaine, M-F., Caron, A., & Fitzpatrick, J. (2014). Validation of the English version of the dyadic coping inventory. *Measurement & Evaluation in Counseling & Development, 47(3)*, 215-225. doi: 10.1177/0748175614522272

Recent research has found a relationship between romantic relationships and dyadic coping, indicating that individuals who lack the dyadic coping skills to effectively manage stress experience negative effects on their relationships. Negative effects include lower levels of relationship satisfaction and higher rates of separation and/or divorce. The purpose of this study was to validate the English version of the German Dyadic Coping Inventory. Participants included 709 heterosexual university students. The English version was found to be a reliable and valid measure of dyadic coping.

Rice, K. G., Suh, H., & Ege, E. (2014). Further evaluation of the outcome questionnaire–45.2. *Measurement & Evaluation in Counseling & Development, 47(2)*, 102-117. doi: 10.1177/0748175614522268

The Outcome Questionnaire-45 (OQ-45) is frequently used to measure psychotherapy outcomes in both clinical and research settings. The OQ-45.2 consists of three subscales: symptom distress, interpersonal relations, and social role performance. This study evaluated and replicated the OQ-45. Participants included college students from a large public university in the southeastern portion of the United States. The study included a nonclinical sample of 618 students who were recruited from undergraduate psychology courses and a clinical sample of 2,096 students who visited the campus counseling center. Findings in this study were consistent with previous research.

Zhang, C-Q., Chung, P-K, Si, G., & Liu, J. D. (2014). Psychometric properties of the acceptance and action questionnaire-ii for Chinese college students and elite Chinese athletes. *Measurement & Evaluation in Counseling & Development, 47(4)*, 256-270. doi: 10.1177/0748175614538064

Experiential avoidance (EA) is a phenomenon that refers to the attempts individuals make to avoid or control the thoughts and feelings associated with negative experiences. This study included three samples: two groups of Chinese college students and one group of elite Chinese athletes. Researchers used exploratory and confirmatory analyses to examine the psychometric properties of the Chinese version of the Acceptance and Action Questionnaire-II (AAQ-II).

Results indicate that the AAQ-II is a valid and reliable measure of EA in college students and athletes.

THEME 2: POPULATIONS ON INTERNATIONAL CAMPUSES

Nam, S. K. & Lee, S. M. (2015). The role of attachment and stigma in the relationship between stress and attitudes toward counseling in South Korea. *Journal of Counseling & Development*, 93(2), 212-224. doi: 10.1002/j.1556-6676.2015.00197.x

College students face many stressors as they transition out of their homes and into college life and responsibilities. These stressors increase the likelihood of mental illnesses, such as anxiety, depression, alcohol abuse, and eating disorders. Although this is commonly known, most college students do not seek help from mental health professionals, leaving what is often referred to as a service gap. Researchers examined the role of attachment and stigma to the relationship between stress and attitudes towards seeking help in 298 undergraduate students in South Korea.

Pössel, P. & Winkeljohn Black, S. Can the hopelessness model of depression and response style theory be integrated? *Journal of Counseling & Development*, 95(2), 180-191. doi: 10.1002/jcad.12130

There are currently two major models that strive to explain the development and maintenance of depression: The Hopelessness Model and response style theory. Both models offer a theory as to the onset and maintenance of depression, while also providing effective interventions. The aim of this study was to integrate the two models to create a single model that provides interventions and therapeutic techniques for counselors. Participants included 311 German college students who rated depressive symptoms, negative inferences, and ruminations three times. The results support the development of an integrated model for the development and maintenance of depression.

Ran, M.-S., Mendez, A. J., Leng, L-L., Bansil, B., Reyes, N., Cordero, G., Carreon, C., Fausto, M., Maminta, L., & Tang, M. (2016). Predictors of mental health among college students in Guam: Implications for counseling. *Journal of Counseling & Development*, 94(3), 344-355. doi: 10.1002/jcad.12091

Asian Americans/Pacific Islanders are typically considered a single ethnic group and are generally perceived to have higher education levels and fewer mental health concerns than most other minority groups. Most studies do not take into account the underrepresentation of Pacific Islanders and therefore very little is known specifically about this ethnic subgroup. This study chose to investigate sociodemographic predictors of mental health status of college students in Guam. Factors such as gender, ethnicity, living arrangements, and academic level were all found to be significant predictors of psychological distress.

Sart, Z. H., Börkan, B., Erkman, F., & Serbest, S. (2016). Resilience as a mediator between parental acceptance-rejection and depressive symptoms among university students in Turkey. *Journal of Counseling & Development*, 94(2), 195-209. doi: 10.1002/jcad.12076

Parental acceptance-rejection theory suggests the importance of parental acceptance on a child's sense of well-being. Parental acceptance has been found to lead to positive relationships, higher levels of life satisfaction, and happiness among their children. The theory also postulates that a lack of parental acceptance may lead to unfavorable consequences such as low self-esteem and emotional instability in the children. This study investigates the role of perceived resilience between perceived parental acceptance-rejection and occurrence of depressive symptoms in 384 undergraduate students in Turkey. Results indicated the importance of resilience-based interventions, especially in times of transitions such as adapting to university life.

Smith, M. M., Saklofske, D. H., Yan, G., & Sherry, S. B. (2016). Cultural similarities in perfectionism. *Measurement & Evaluation in Counseling & Development*, 49(1), 63-76. doi: 10.1177/0748175615596785

A two-dimensional model of perfectionism was used as the basis for this study. The first dimension is perfectionistic strivings (i.e. constant demand for perfection in self) and the second is perfectionistic concerns (i.e. negative reactions to failure, nagging self-doubts). This study examines the generalizability of strivings and concerns across 425 Canadian and 581 Chinese college students. Results indicate that the North American version of this measure is generalizable to both the Chinese and Canadian populations.

Topkaya, N., Vogel, D. L., & Brenner, R. E. (2017). Examination of the stigmas toward help seeking among Turkish college students. *Journal of Counseling & Development*, 95(2), 213-225. doi: 10.1002/jcad.12133

In Turkey, mental health services are often thought to be intended for treatment of severe issues and therefore only approximately 14% of individuals with a mental health concern seek treatment. Researchers applied a help-seeking stigma model that has been used in Western cultures to determine cross-cultural applicability. Participants included 520 undergraduate students in Turkey and results indicated that help-seeking stigmas similar to those of Western cultures are prevalent in Turkey.

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THEME 3: COLLEGE STUDENT COUNSELING AND MENTAL HEALTH
NEEDS AND PRESENTING CONCERNS

Cheng, H-L., Wang, C., McDermott, R. C., Kridel, M., & Rislin, J. L. (2018). Self-stigma, mental health literacy, and attitudes toward seeking psychological help. *Journal of Counseling & Development, 96*(1), 64-74. doi: 10.1002/jcad.12178

While mental health problems are common on college campus, help-seeking is low. Studies indicate that up to 50% of college students meet criteria for a mental health diagnosis, but 64% of those individuals have not sought help over the past 12 months. This study examined self-stigma and mental health literacy as predictors of college students' help-seeking attitudes. Mental health literacy was a strong predictor of help-seeking attitudes, along with other predictors such as race, gender, current distress, and help-seeking history.

Lee, C. S., Anderson, J. R., & K.-D., B. (2016). Potentially traumatic experiences, academic performance, and psychological distress: The role of shame. *Journal of Counseling & Development, 94*(1), 41-50. doi: 10.1002/jcad.12060

This study investigated the relationship between past traumatic events and levels of shame, satisfaction with academic performance, and psychological distress. Shame was categorized into characterological and bodily, as it is a multidimensional construct. Participants in this study included 245 college students in Mainland China. Results indicate that there is a direct relationship between the number of traumatic events experienced and depressive symptoms, as well as academic performance. Counselors may find the implications of this research to be helpful when working with college students who have experienced trauma.

Wester, K. L., Ivers, N., Villalba, J. A., Trepal, H. C., & Henson, R. (2016). The relationship between nonsuicidal self-injury and suicidal ideation. *Journal of Counseling & Development, 94*(1), 3-12. doi: 10.1002/jcad.12057

Researchers used path analysis and bootstrap regression to analyze the relationship between nonsuicidal self-injury (NSSI) and suicidal ideation (SI) among 403 undergraduate students. Specific factors, such as NSSI methods used over the lifetime and in current situations, as well as frequency of behaviors, were examined. Factors such as family connectedness and locus of control were also controlled for in this study. Results from this study provide counselors with implications for practice, including assessing current NSSI engagement, loci of control, and family connectedness.

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THEME 4: RESILIENCE CONSTRUCT

Klibert, J., Lamis, D. A., Collins, W., Smalley, K. B., Warren, J. C., Yancey, C. T., & Winterowd, C. (2014). Resilience mediates the relations between perfectionism and college student distress. *Journal of Counseling & Development, 92*(1), 75-82. doi: 10.1002/j.1556-6676.2014.00132.x

Anxiety and depression symptoms are prevalent on college campuses across the country. College students experience change in many areas, including personal and academic change. Oftentimes college students find that their roles and responsibilities are changing as well. Students with perfectionist tendencies tend to develop higher levels of depression and anxiety. The researchers used the Multidimensional Perfectionism Scale to examine the relationship between perfectionism dimensions, resilience, and distress in 413 undergraduate students.

Li, M., Eschenauer, R., & Persaud, V. (2018) Between avoidance and problem solving: Resilience, self-efficacy, and social support seeking. *Journal of Counseling & Development, 96*(2), 132-143. doi: 10.1002/jcad.12187

Problem solving and avoidance are two common coping strategies that individuals apply to stressful situations and events. Problem solving is a positive coping strategy that supports mental health and avoidance tends to have a negative effect on mental health. Researchers explored resilience, self-efficacy, and social support-seeking as mediators between stress and problem solving and then as moderators buffering the effect of stress on avoidance. Participants in this study were 220 college students. The study found that resilience and self-efficacy significantly influenced problem solving and that social support reduced levels of avoidance.

Li, M. & Yang, Y. (2016). A cross-cultural study on a resilience-stress path model for college students. *Journal of Counseling & Development, 94*(3), 319-332. doi: 10.1002/jcad.12088

Active coping strategies impact a person's ability to adapt and their mental health wellbeing. This study explored college students' coping strategies across three countries: the United States, China, and Taiwan. Researchers identified factors that influenced active coping across countries, looked for consistency across countries in patterns of influence of set variables (i.e., stress, trait resilience, self-efficacy), and explored the differences in relationships of the set variables across the countries. Similar relationships among stress, self-efficacy, trait resilience, secure attachment, and active coping were found among all three samples.

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THEME 5: SELF-EFFICACY AND ATTACHMENT CONSTRUCTS

Andrews, L. M., Bullock-Yowell, E., Dahlen, E. R., & Nicholson, B. C. (2014). Can perfectionism affect career development? Exploring career thoughts and self-efficacy. *Journal of Counseling & Development, 92*(3), 270-279. doi: 10.1002/j.1556-6676.2014.00155.x.

Researchers examined the relationships among perfectionism, negative career thinking, and career decision-making self-efficacy in a sample of 300 college students. Participants fell into one of four groups: adaptive perfectionists, maladaptive perfectionists, high-scoring nonperfectionists, and low-scoring nonperfectionists. The relationships found supported previous research, such as the positive relationship between perfectionism and negative career thinking. This research provides useful information and guidance for career counselors working with students.

Sherrell, R. S. & Lambie, G. W. (2018). The contribution of attachment and social media practices to relationship development. *Journal of Counseling & Development, 96*(3), 303-315. doi: 10.1002/jcad.12204

Personal issues, including relationships, are a common reason that college students seek counseling. This study examines the relationships between attachment styles, social media practices, and relationship development among 717 college students. Researchers hypothesized that college students with high levels of insecure attachment and social media practices would have lower levels of relationships. The results of the study indicated that college students with high levels of insecure attachment also had low levels of relationship development. The study did not find a significant relationship between overall social media practices and relationship development, but did identify factors that may influence the relationship.

Wright, S.L., Perrone-McGovern, K. M., Boo, J. N., & White, A. V. (2014). Influential factors in academic and career self-efficacy: Attachment, supports, and career barriers. *Journal of Counseling & Development, 92*(1), 36-46. <https://doi.org.proxy.lib.odu.edu/10.1002/j.1556-6676.2014.00128.x>

Attachment theory and social cognitive career theory are integrated to provide a framework for this study. Participants for this study were college students ($N = 486$). Confidence in academic related tasks played an important role in college success, as well as career decision-making. Additionally, students who perceived support and secure attachments reported fewer career barriers and higher self-efficacy in both academics and careers.

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THEME 6: SPECIALIZED U.S. CAMPUS POPULATIONS

Flynn, S. V., Olson, S. D., & Yellig, A. D. (2014). American Indian acculturation: Tribal lands to predominately white postsecondary settings. *Journal of Counseling & Development, 92*(3), 280-293. doi: 10.1002/j.1556-6676.2014.00156.x

American Indians are the most marginalized and disadvantaged population in the United States and have the lowest postsecondary graduation rate of any minority group. This qualitative study examines 25 acculturating American Indian college students, 12 of their relatives, and 7 postsecondary administrators. Researchers identified a 16 theme strengths-based acculturation process, which highlighted an individual's ability to maintain aspects of their own culture while acculturating to a predominantly White postsecondary setting. This study provides framework for working with and supporting AI college students.

Mejia-Smith, B. & Gushue, G. V. (2017). Latina/o college students' perceptions of career barriers: Influence of ethnic identity, acculturation, and self-efficacy. *Journal of Counseling & Development, 95*(2), 145-155. doi: 10.1002/jcad.12127

The social cognitive career theory emphasizes individual and contextual barriers related to a person's career. Self-efficacy is an example of an individual barrier, whereas unequal access to opportunities is a contextual barrier. This study focused on the career self-efficacy of Latina/o college students and found that ethnic identity and acculturation influenced the perception of career barriers. Results from this study may help to inform college counselors working with Latina/o students preparing for the transition from college to career.

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THEME 7: RELIGIOUS COPING

Giordano, A. L., Cashwell, C. S., Lankford, C., King, K., & Henson, R. K. (2017). Collegiate sexual addiction: Exploring religious coping and attachment. *Journal of Counseling & Development, 95*(2), 135-144. Doi: 10.1002/jcad.12126

Sexual addiction is prevalent among college students and many use sexual behaviors as their primary coping mechanism for emotional distress. Participants in this study included 56 college students in the clinical range of sexual addiction and 270 in the nonclinical range. Researchers investigated the attachment style and religious coping between the groups and found significant differences.

Giordano, A. L., Prosek, E. A., Daly, C. M., Holm, J. M., Ramsey, Z. B. Abernathy, M. R., & Sender, K. M. (2015). Exploring the relationship between religious coping and spirituality among three types of collegiate substance abuse. *Journal of Counseling & Development, 93*(1), 70-79. doi: 10.1002/j.1556-6676.2015.00182.x

While religion and spirituality are often considered protective factors against substance abuse, this study takes a look into three specific types of substance use among 310 undergraduate college students. Researchers used the Alcohol Use Disorders Identification Test to measure hazardous drinking, the marijuana use index to measure marijuana use, and the psychostimulant use index to measure use of psychostimulants, including non-prescribed drugs such as Ritalin, Adderall, and Concerta. Participants also took the Spirituality Assessment Scale and Brief Religious Coping Scale to provide researchers with information related to their levels of spirituality and coping mechanisms. The results from this study provide counselors with guidance regarding what questions to ask clients related to spirituality and religion and how to best support clients in these areas.

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THEME 7: PROFESSIONAL ISSUES AND TRENDS

Day, K. W., Lawson, G., & Burge, P. (2017). Clinicians' experiences of shared trauma after the shootings at Virginia Tech. *Journal of Counseling & Development, 95*(3), 269-278. doi: 10.1002/jcad.12141

A mass shooting took place on Virginia Tech's college campus in 2007. Eight counselors who provided mental health services to the Virginia Tech community in the aftermath of the shooting participated in a phenomenological study. The study described the shared trauma experiences of the counselors and looked specifically at five areas: shared trauma, vicarious traumatization, compassion fatigue, vicarious resilience, and posttraumatic growth.



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