

## COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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## PROFESSIONAL COUNSELING LITERATURE

### PHASE 1: 1998-2008



**College Counseling & Psychological Services Knowledge Base  
PROFESSIONAL COUNSELING LITERATURE  
PHASE 1: 1998-2008**

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**Annotated Bibliography: Professional Counseling Literature, 1998-2008**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**Ancis, J.R., Sedlacek, W.E., & Mohr, J.J. (2000). Student perceptions of campus cultural climate by race. *Journal of Counseling and Development, 78, 180-185.***

Students of color enrolled in predominantly White institutions, unlike their White counterparts, often experience a lack of support and an unwelcoming academic climate. Counselor awareness of students' particular perceptions and unique expectations is essential to providing counseling services that meet the needs of a diverse student body.

**Jourdan, A. (2006). The impact of the family environment on the ethnic identity development of multiethnic college students. *Journal of Counseling and Development, 84, 328-340.***

The author of this qualitative study of 5 multiethnic college students concluded that family environment plays a significant role in a multiethnic person to develop a secure ethnic identity. Those whose family members were supportive of their multiple ethnic backgrounds felt confident about their ethnic identity and exhibited higher self-esteem. Counselors who work with multiethnic individuals should encourage these clients to express their feelings and those of family members about their ethnic identity.

**Luzzo, D.A. (1999). Identifying the career decision-making needs of nontraditional college students. *Journal of Counseling and Development, 77, 135-140.***

Research related to the career counseling needs of non-traditional age students reveals that they often have different needs than do their traditional age counterparts. Future research should be experimental and focus on the ways they engage the career decision process.

**Mori, S.C. (2000). Addressing the mental health concerns of international students. *Journal of Counseling and Development, 78, 137-144.***

In addition to the normal stressors intrinsic to the college experience, international students who attend U.S. colleges and universities may experience numerous additional sources of stress. And yet, mainly for cultural reasons, this population generally underutilizes campus counseling services. Those who design and operate college counseling services can take steps to increase usage by international students by (1) co-locating counseling services with non-psychological services so as to overcome the perceived stigma that seeking counseling may accrue in some cultures; (2) proactively increasing the access to counseling services for international students; (3) including professional and paraprofessional staff from "other cultures" on counseling skills; (4) including topics that may increase staff cultural self-awareness when designing professional development programs; and (5) design counseling interventions that acknowledge the cultural differences and need for sensitivity to these differences in the counseling session.

**Phelps, R.E., Taylor, J.D., & Gerard, P.A. (2001). Cultural mistrust, ethnic identity, and self-esteem among ethnically diverse black university students. *Journal of Counseling and Development*, 79, 209-216.**

Cultural mistrust involves the inclination among Blacks to mistrust Whites. Racial identity is a sense of group or collective identity based on the perception that one shares a common racial heritage with a particular group. Group self-member of a racial or ethnic group. Personal self-esteem involves a comprehensive assessment -worth, competence, and self-approval. Blacks are not a monolithic racial group. This study found within group differences when examining levels of cultural mistrust and racial and ethnic identity. Within group variance was not statistically significant when self-esteem scores were examined.

**Phelps, R.E., Tranakos-Howe, S., Dagley, J.C. ,& Lyn, M.K. (2001). Encouragement and ethnicity in African-American college students. *Journal of Counseling and Development*, 79, 90-97.**

Encouragement and ethnicity conceptualized together were found to be positively correlated for AA students attending PWI. Conversely, a negative correlation was found between ethnic discrimination and encouragement (the extent to which one feels good about self and others) and ethnic discrimination and openness to experience. The implications for counselors with AA clients are wide-spread. Only when people feel personally adequate can they move toward others on an equal plane.

**Quimby, J. L., & O'Brien, K. M. (2006). Predictors of well-being among nontraditional female students with children. *Journal of Counseling and Development*, 84, 451-460.**

For non-traditional, undergraduate, female students with children attending a large, public eastern university, secure attachment ( the feeling that someone will be there for me when I need them), robust parent and student self-efficacy, and perceived social support ( guidance, others who recognize being. Because research suggests that psychological well-being is the most important factor in the academic success of this group of students counselors may find efforts to minimize client distress in these areas to be more effective than interventions designed to promote academic performance and adjustment.

**Schwitzer, A.M., Griffin, O.T., Ancis, J.R., & Thomas, C.R. (1999). Social adjustment experiences of African American college students. *Journal of Counseling and Development*, 77, 189-197.**

African American students who attended a predominantly White campus experienced feelings (1) that they were underrepresented within the academic community; (2) of racism; (3) perceptions that faculty were unapproachable; and (4) that they would prefer to deal with faculty who were more like themselves in terms of race, gender, major, etc. This information can be useful to counselors for designing :( 1) preventative interventions; (2) developmental interventions; and (3) consultations.

**Sheu, H. B., & Sedlacek, W. E. (2004). An exploratory study of help-seeking attitudes and coping strategies among college students by race and gender. *Measurement and Evaluation in Counseling and Development*, 37, 130-143.**

This study examined differences in help-seeking and in coping strategies by ethnicity and gender. Major findings regarding ethnicity were that African American students have more positive attitudes toward help-seeking for impersonal issues, while Asian American learners tended to use avoidant coping strategies. Regarding gender, female students were more receptive to professional support than males.

**Vereen, L.G., Butler, S.K., Williams, F.C., Darg, J.A.,& Downing, K.E. (2006). The use of humor when counseling African American college students. *Journal Counseling and Development*, 84, 10-15**

Most African American college students don't seek counseling because they do not see themselves being represented within the mainstream culture of counseling and because they lack trust in the process. Although there are many cautions related to the use of humor in the therapeutic session, the inclusion of humor in this context in culture-specific ways there is a need for future research to explore its value.

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

**Derby, D.C. & Smith, T.J. (2008). Exploring the factorial structure for behavioral consequences of college student drinking. *Measurement and Evaluation in Counseling and Development, 41*, 32-41.**

Although the study of student alcohol use on four year campuses is frequently reported, studies reported in the context of community colleges are much less frequent. This article reports such a multi-campus study of the drinking behaviors of community college students using the CORE Alcohol and Drug Survey Community College Long Form. The authors suggest that the results of the study lend support for the reliability and validity for a two factor model to describe the consequences of community college student drinking behavior. These two factors are personal consequences and social consequences.

**Fabian, E.S., Lent, R.W., & Willis, S.P. (1998). Predicting work transition outcomes for students with disabilities: Implications for counselors. *Journal of Counseling and Development, 76*, 311-316.**

This large scale, national study examined predictors of postsecondary school success by analyzing the percentage of participants in a privately funded bridge program for high school seniors.

**Glutting, J.J., Monaghan, M.C., Adams, W., & Sheslow, D. (2002). Some psychometric properties of a system to measure ADHD among college students: Factor pattern, reliability, and one-year predictive validity. *Measurement and Evaluation in Counseling and Development, 34*, 194-209.**

ADHD, with a growing constituency, poses considerable diagnostic challenges. There are disagreements among professionals as to what behaviors and symptoms constitute ADHD, the most appropriate diagnostic and treatment procedures and whether it is a mental or physical disability. College students represent a unique subset of the population. The College ADHD Response Evaluation (CARE) system was developed as a means for assessing ADHD in college students. The system contains two instruments a self-report inventory which is completed by students and a parent rating scale. Among CARE variables, parent ratings were better predictors of college achievement than student ratings.

**Hinkelman, J.M. & Luzzo, D.A. (2007). Mental health and career development of college students. *Journal of Counseling and Development, 85*, 143-147.**

The reciprocal effects of mental health and career development may present themselves to counselors simultaneously. Clients needing both mental and career counseling should be directed to appropriate services. Integrative approaches during graduate training will improve the

interventions available to clients manifesting an integration of mental and career development support. Further research in this area is warranted.

**Martens, M.P., Brown, N.T., Donovan, B.M., & Dude, K. (2005). Measuring negative consequences of college student substance use: A psychometric evaluation of the core alcohol and drug survey. *Measurement and Evaluation in Counseling and Development, 38, 164-175.***

This study assessed the reliability and validity of scores from a subset of negative consequences items on the CORE Alcohol and Drug Survey. The results of this preliminary study suggest that a subset of the negative consequences items can be utilized by as distinct composite subscales. These subscales can provide counselors with a way to organize and categorize the types of problems college students may have as a result of their alcohol use.

**Paul, E.L. & Brier, S. (2001). Friendsickness in the transition to college: Preco predictors and college adjustment correlates. *Journal of Counseling and Development, 79, 77-89.***

In this short term, moderate sized study, friendsickness was found to be associated with precollege social concerns ( concerns about making new friends and leaving old ones), discrepancy between precollege expectations and college experiences ( when precollege expectations were more positive than actual college experiences), more precollege friends in the college social network, and loneliness and poor self-esteem in college. Strategies for prevention of friendsickness and intervention in college transition distress are discussed.

**Robertson, J.M., Benton, S.L., Newton, F.B., Downey, R.G., Marsh, P.A., Benton, S.A., Tseng, W.C., & Shin, K.H. (2006). K-State problem identification rating scales for college students. *Measurement and Evaluation in Counseling and Development, 39, 141-160.***

This article describes a new standardized screening tool for use in university counseling centers. This screening instrument has the following characteristics: it provides information on both academic and clinical problems faced by college students; it examines a list of symptom clusters not currently available in any single list; it uses a rating scale rather than a dichotomous checklist; it gives counselors an estimate of the degree of severity with which the symptoms are; The instrument can be completed in a relatively brief amount of time .

**Smith, Jr., E.V. & Johnson, B.D. (1998). Factor structure of the DSM-IV criteria for college students using the adult behavior checklist. *Measurement and Evaluation in Counseling and Development, 31(3), 164-185.***

Attention-deficit hyperactivity disorder (ADHD) is the most common behavior disorder in children. The diagnosis of ADHD in young adults may frequently be overlooked. This study addresses whether or not the DSM-IV criteria for ADHD can be applied to a college student population. On the basis of a self-report instrument, the authors of the study conclude that

Overall, the majority of the DSM-IV criteria should be considered applicable to the college students in their sample.

**VanBoven, A.M. & Espelage, D.L. (2006). Depressive symptoms, coping strategies, and disordered eating among college women. *Journal of Counseling and Development*, 84, 341-348.**

In a 2-phase study of undergraduate women enrolled at a large, public Midwestern university, depressive symptoms mediated the association between disordered eating and lower problem-solving confidence. Depressive symptoms did not mediate the association between the ability to generate competent solutions to hypothetical stressful situations and disordered eating.

**Westefeld, J.S., Scheel, K., & Maples, M.R. (1998). Psychometric analyses of the college student reasons for living inventory using a clinical population. *Measurement and Evaluation in Counseling and Development*, 32(2), 86-96.**

The assessment of suicidal risk among college students is a crucial task for counseling center professionals. It is also one of their more challenging tasks, given the depression among college students is all too common. One predictive model encompasses the concept of deficient reasons for living as a predictive means for forecasting those most vulnerable to suicide. This study assesses the utility of the College Student Reasons for Living Inventory ( CSRLI) . The results indicate that together with other assessments, the CSRLI demonstrated the ability to measure levels of perceived current and future suicidal risk.



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**THEME 3: SELF-PSYCHOLOGY &**  
**CONTEMPORARY PSYCHODYNAMIC CONSTRUCTS**

**Buboltz, Jr., W.C., Johnson, P. & Woller, K.M.P. (2003). Psychological reactance in college students: Family-of-Origin predictors. *Journal of Counseling and Development, 81*, 311-317.**

Psychological reactance is the tendency to exhibit resistance to. This study investigated the relationship between psychological reactance and the dynamics of the family of origin. Family cohesion, conflict, moral-religious emphasis, independence and achievement orientation significantly predicted reactance. Greater amounts of family conflict, achievement orientation, independence, and moral-religious emphasis seem to predict higher levels of psychological reactance. Greater amounts of family conflict predict lower levels of reactance. Students from divorced families were more reactant than students from intact families.

**Lapsley, D.K. & Edgerton, J. (2002). Separation-individuation, adult attachment style, and college adjustment. *Journal of Counseling and Development, 80*, 484-492.**

This study investigated the relationship between separation-individuation, adult attachment styles, and college adjustment. College adjustment was positively associated with secure adult attachment and counter-indicated by fearful and preoccupied attachments. This study adds to the literature that attests to the importance of conflictual independence for successful adaptation in early adulthood.

**Lee, R.M., Keough, K.A., & Sexton, J.D. (2002). Social connectedness, social appraisal, and perceived stress in college women and men. *Journal of Counseling and Development, 80*, 355-361.**

This study examined the effects of social connectedness, social appraisal of the campus climate and perceived stress of college men and women. For this sample of 214 undergraduates who attended a large southwestern university, social connectedness for women was significantly correlated with social appraisal and perceived stress. The negative effect of social connectedness on perceived stress was mediated by negative social appraisals. For men, the results indicate that men who reported more negative social appraisals also reported less stress. Implications are provided for student affairs and counseling center staff working with students claiming to be disconnected from campus life. Student affairs staff should continue to provide preventative programs that facilitate social connectedness on campus. Counselors who work with students who report a lack of connectedness should remember that social connectedness refers to one's subjective sense of interpersonal closeness with the social world and not necessarily to the quantity of one's existing social network.

**Lee, R.M. & Robbins, S.B. (2000). Understanding social connectedness in college women and men. *Journal of Counseling and Development*, 78, 484-491.**

Social connectedness is defined as an aspect of the self that reflects subjective awareness of interpersonal closeness with the social world. The authors' review of current research suggested that women and men both value social connectedness, but that there may be differences in the types of relationships that each pursues. The purpose of this study was to identify these differences for college women and men. Their hypothesis, which was supported by their research using 387 undergraduate students at a large, southeastern university, was that men based their social connectedness on relationships that emphasize forms of social comparison, e.g., ones that validate self-worth, social integration, and guidance. On the other hand women appear to base their connectedness on relationships that emphasize forms of intimacy and physical proximity, e.g., attachment, reliable alliance and opportunity for nurturance. Counselors can use this information when planning interventions for their male and female clients.

**Lopez, F.G., Mauricio, A.M., Gormley, B., Simko, T., & Berger, E. (2001). Adult attachment orientations and college student distress: The mediating role of problem coping styles. *Journal of Counseling and Development*, 79, 459-464.**

In this study the authors examined relations among adult attachment orientations, maladaptive problem coping styles and a composite measure of current distress within a sample of 55 undergraduates. Results indicated that each adult attachment orientations and each problem coping style measure was related in expected directions to students' distress. In addition, problem coping styles largely mediated the impact of insecure adult attachment orientations on distress. Findings suggest that a significant proportion of student distress may have e management of closeness and distance in these relationships.

**McCarthy, C.J., Moller, N.P., & Fouladi, R.T. (2001). Continued attachment to parents: Its relationship to affect regulation and perceived stress among college students. *Measurement and Evaluation in Counseling and Development*, 33, 198-213.**

The relationship between continued attachment to parents among college students and their emotional functioning is the focus of this article. Two hundred thirty five students at a large southwestern university completed several instruments designed to collect information about parental attachment and emotional well-being. Students who reported higher levels of parental attachment reported lower levels of perceived stress and greater confidence in their ability to regulate mood.

**Moller, N.P., Fouladi, R.T., McCarthy, C.J., & Hatch, K.D. (2003). Relationship of attachment and social support to college students' adjustment following a relationship breakup. *Journal of Counseling and Development*, 81, 354-369.**

Numerous studies suggest that parental attachment behaviors had higher ratings of current social support. This study investigated whether these two constructs are differentially related to indices of adjustment following a romantic relationship breakup. Although attachment did predict adjustment in this study, as hypothesized, perceived social support did not. But, the broader

concept of connectedness to the general social environment did add predictive power. This may suggest that social connectedness represents a construct distinct from those measured by the other predictor variables.

**Rice, K.G. & Dellwo, J.P. (2002). Perfectionism and self-development: Implications for college adjustment. *Journal of Counseling and Development, 80, 188-196.***

This study investigated the adjustment to college of 2 groups of perfectionists (adaptive and maladaptive) and one group of non-perfectionists. Maladaptive perfectionists evidenced the poorest adjustment of all 3 groups. Adaptive perfectionists and non-perfectionists generally evidenced comparable aspects of emotional adjustment and academic integration. No differences between groups were observed in cumulative grade point average. Adaptive and maladaptive groups reported disruptions in self-development. Differences between the perfectionist groups suggested that the roles of idealized parental images in self-development might be important sorting points for the two groups.

**Skowron, E.A., Wester, S.R., & Azen, R. (2004). Differentiation of self mediates college stress and adjustment. *Journal of Counseling and Development, 82, 69-78.***

Differentiation of self involves the capacity to modulate affect, maintain a clear sense of self, and balance intimacy and autonomy in significant relationships. This study found that differentiation partially mediated effects of academic and financial stress and exerted a direct influence on personal adjustment. Findings suggest that the association between college-related stress and level of personal adjustment is accounted for, in part, by capacity to regulate emotional reactivity, maintain connections with others, avoid emotional cutoff, and take assertive positions in relationships.

**Suddarth, B.H. & Slaney, R.B. (2001). An investigation of the dimensions of perfectionism in college students. *Measurement and Evaluation in Counseling and Development, 34, 157-165.***

This analysis of currently used measures of perfectionism yielded 3 higher order factors that were used to predict locus of control, anxiety, and psychological distress. Overall, results supported the perception that perfectionism has negative or maladaptive aspects as well as positive or adaptive aspects.

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**THEME 4: PROFESSIONAL ISSUES AND TRENDS**

**Hogan, T.P. & Rengert, C. (2008). Test usage in published research and the practice of counseling: A comparative review. *Measurement and Evaluation in Counseling and Development, 41, 51-56.***

The authors examined all articles in each issue of 4 journals in the counseling field for a 3 year period. Tests or other measurement vehicles used in the research reported in the articles. Among the 604 research studies examined, the authors identified 652 instances of test usage, including 410 different tests. These results were then compared with the most frequently used tests by practitioners, according to self-reports as reported in 3 studies. Many of the tests used according to counselor self-reports rarely appear in research studies reviewed for this article. The results of this study suggest that it might be in the best interests of both practitioners and those who undertake research to deliberately increase the usage in research studies those tests widely used in practice.

**Kiracofe, N.M. & Wells, L. (2007). Mandated disciplinary counseling on campus: Problems and possibilities. *Journal of Counseling and Development, 85, 259-268.***

Because of increased student misconduct in academic institutions, counselors have had to use traditional voluntary counseling models with involuntary disciplinary clients. The authors propose a policy position that would preclude mandated treatment and instead place an emphasis on counseling readiness programming for disciplinary referrals. A stages of behavioral change model is offered as a tool to articulate when counseling can be effective with students entangled in disciplinary procedures.

**Maples, M.F. & Han, S. (2008). Cybercounseling in the United States and South Korea: Implications for counseling college students of the millennial generation and the networked generation. *Journal of Counseling and Development, 86, 178-183.***

The National Board for Certified Counselors defines cyber counseling as professional counseling and information delivery that occurs when client(s) and counselor(s) are in separate or remote locations and utilize electronic means to communicate over the majority of cyber counseling sites in the U.S. are operated by private counselors. Cyber counseling in South Korea are predominantly sponsored by counseling centers. This means of delivery of personal counseling presents counselors with legal and ethical dilemmas, such as confidentiality, ability of the client to determine the qualifications of cyber counselors. Some aspects of counseling may be better suited for online delivery than others.

**Weinstock, M.C. & Meier, S.T. (2003). A comparison of two item-selection methodologies for measuring change in university counseling center clients. *Measurement and Evaluation in Counseling and Development, 36, 66-75.***

This study compares the ability of 2 item-selection methodologies, principal components analysis and intervention item selection rules, to capture client changes on a 56-item self-report checklist. Scales formed with the intervention-sensitive items evidence larger effect sizes and reliability estimates.

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**THEME 5: SELF-EFFICACY CONSTRUCT**

**Haycock, L.A., McCarthy, P., & Skay, C.L. (1998). Procrastination in college students: The role of self-efficacy and anxiety. *Journal of Counseling and Development, 76, 317-324.***

This study examined the relationship between procrastination, efficacy expectations, gender and age for 141 university students. Participants were asked to think about a major, personally meaningful project and to rate their efficacy for accomplishing it. Results indicated that cumulative efficacy expectation (defined as the sum of participant confidence ratings that they could accomplish 31 behaviors necessary to complete the imagined project) was a significant and inverse predictor of procrastination. Implications for counseling practice are discussed.

**Lopez, F.G., Morua, W., & Rice, K.G. (2007). Factor structure, stability, and predictive validity of self-efficacy beliefs. *Measurement and Evaluation in Counseling and Development, 40, 80-96.***

This study explored the underlying structure, stability, and predictive validity of college scores on the Relationship Self-Efficacy Scale, a measure of relationship maintenance self-efficacy beliefs. Three identified efficacy-related factors were found to be stable over a 3 month period. Differences in responses by gender and the degree of relationship commitment.

**Rayle, A.D., Arredondo, P., & Kurpius, S.E.R. (2005). Educational self-efficacy of college women: Implications for theory, research, and practice. *Journal of Counseling and Development, 83, 361-366.***

This study examined the relationships among personal and family valuing of education, self-esteem, academic stress and educational self-efficacy for 530 female undergraduates. Results indicated that education, education, and high school GPS were positively related to educational self-efficacy. No differences existed between Euro-American women and women of color; and for both groups, personal valuing of education, self-esteem, and academic stress predicted educational self-efficacy.

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**THEME 6: WELLNESS & PREVENTION**

**Hermon, D.A. & Hazler, R.J. (1999). Adherence to a wellness model and perceptions of psychological well-being. *Journal of Counseling and Development*, 77, 339-343.**

The authors investigated the relationship between college the quality of their lives using Winer, Sweeney and Myers holistic wellness model comprised of 5 factors spirituality, self-regulation, integration of work, recreation and leisure, friendship, psychological well-being, and love. Results indicated a significant congruence between psychological well-being and adherence to the five factor model in combination.

**Lambert, R.G., McCarthy, C.J, Gilbert, T., Sebree, M. & Steinley-Bumgarner, M. (2006). Validity evidence for the use of the preventive resources inventory with college students. *Measurement and Evaluation in Counseling and Development*, 39, 66-83.**

One key to healthy living is to prevent stress whenever possible through proactive coping mechanisms. The purpose of this study was to provide situationally specific evidence for the reliability and validity of the scores obtained using the Preventative Resources Inventory (PRI). The PRI is an 82-item self-report measure designed to assess perceptions of one's ability to minimize or negate stress. Construct validity and reliability of the PRI's 3 primary scales was supported. A fourth, functions as a higher order factor.



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