

**COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:**

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**COUNSELING PSYCHOLOGY LITERATURE**

**PHASE 4: 2018-2020**



**College Counseling & Psychological Services Knowledge Base  
COUNSELING PSYCHOLOGY LITERATURE  
PHASE 4: 2018-2020**

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**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 2018-2020**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

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

**Blackmon, S. M., Neville, H. A., & Jones Thomas, A. (2019). Ideology matters: College students' emotional reactions to the killing of Trayvon Martin. *The Counseling Psychologist, 47*(6), 909–937.**

This study sought to build on previous research by exploring the relationships between and indirect effects of race, intergroup ideologies, and emotional reactions to the killing of Trayvon Martin and acquittal of George Zimmerman. Participants included 298 Black and White college students. Analyses revealed three intergroup ideological classes which included racial hierarchy-enhancing ideology, universal hierarchy-enhancing ideology, and critical reflection attenuating ideology. Students who were a part of the critical reflection attenuating ideology demonstrated greater prosocial emotional responding compared to the other two ideological groups. Ethnocultural empathy was also found to have an indirect effect on the relationships between race, intergroup ideological classes, and emotional responding. Authors highlight the role that counseling psychologists can have in developing education-based interventions that could promote critical consciousness.

**Bonifacio, L., Gushue, G. V., & Mejia-Smith, B. X. (2018). Microaggressions and ethnic identity in the career development of Latina college students. *The Counseling Psychologist, 46*(4), 505-529.**

Social cognitive career theory was used as a framework to examine the impacts of ethnic identity and self-reported microaggression on career decision self-efficacy. Participants for this study included Latina college and graduate students (N=202). Students who endorsed higher experiences of microaggressions experienced a decreased self-confidence in their ability to perform tasks related to career decision-making as well as lower expectations for career success. Findings also indicated that Latinas who more strongly identified with their ethnic identity were more aware of negative outcomes including discrimination.

**Byars-Winston, A., & Rogers, J. G. (2019). Testing intersectionality of race/ethnicity × gender in a social–cognitive career theory model with science identity. *Journal of Counseling Psychology, 66*(1), 30–44.**

This study sought to investigate the research career intentions of culturally diverse undergraduate students in science, technology, engineering, and math (i.e., STEM) majors. The researchers also examined race/ethnicity and gender group differences to explore potential cultural variations in the model. Participants included 688 students recruited from the Annual Biomedical Research Conference for Minority Students during 2012 and 2013. Results showed research career intentions were positively and directly associated with research self-efficacy and outcomes

expectancies. Additionally, research-related learning experiences were different for African American and Latino/a men and women. The authors suggest that educators, career counselors, and others can support the research career intentions of culturally diverse STEM students by enhancing students' research self-efficacy and science identity.

**Cheng, H.-L., McDermott, R. C., Wong, Y. J., & McCullough, K. M. (2020). Perceived discrimination and academic distress among Latinx college students: A cross-lagged longitudinal investigation. *Journal of Counseling Psychology, 67*(3), 401–408.**

Previous literature has established a link between experience of racism and academic concerns; however, studies have yet to explore the temporal relations between perceived discrimination and academic concerns for Latinx college students. The present study used a cross-lagged design to explore the temporal relations between 203 Latinx college students' perceived discrimination and academic distress while controlling for depression effects. Results suggest that perceived discrimination might increase students' distress regarding academics. The authors suggest reducing Latinx students' academic concerns by addressing racism and preventing discrimination.

**Cheung, R. Y. M., Bhowmik, M. K., & Hue, M.-T. (2020). Why does acculturative stress elevate depressive symptoms? A longitudinal study with emotion regulation as a mediator. *Journal of Counseling Psychology, 67*(5), 645–652.**

This study sought to examine the explanatory process between acculturative stress and depression symptoms by investigating emotion regulation difficulties as a mechanism between these two variables. Participants included 154 Mainland Chinese female university students. Results suggest that emotion regulation difficulties serve as a mechanism between acculturative stress and depressive symptoms for this population. Interventions aimed at reducing emotion regulation difficulties could decrease the negative impact of acculturative stress on depressive symptoms.

**Choi, N.-Y., Kim, H. Y., & Gruber, E. (2019). Mexican American women college students' willingness to seek counseling: The role of religious cultural values, etiology beliefs, and stigma. *Journal of Counseling Psychology, 66*(5), 577–587.**

This study aimed to address a gap in knowledge regarding the impacts of religious and cultural factors on Mexican American women's underutilization of mental health services. Authors examined the religious cultural values reported by Mexican American college women and how spiritual, biological etiology beliefs, and self-stigma shaped their willingness to seek counseling. Participants included 276 college women recruited from a large Hispanic-serving university in the Southwest. Findings revealed direct and indirect effects regarding how religious cultural values influence one's willingness to seek counseling and highlight the importance of considering etiology beliefs and self-stigma.

**Garriott, P. O., Navarro, R. L., Flores, L. Y., Lee, H.-S., Carrero Pinedo, A., Slivensky, D.,**

**Muñoz, M., Atilano, R., Lin, C.-L., Gonzalez, R., Luna, L., & Lee, B. H. (2019). Surviving and thriving: Voices of Latina/o engineering students at a Hispanic serving institution. *Journal of Counseling Psychology*, 66(4), 437–448.**

This study explored factors that contributed to Latina/o undergraduate students' persistence in engineering programs. Ten participants were recruited from one Hispanic serving institution. Findings from a consensual qualitative research method revealed that participants utilized specific coping strategies as well as personal and cultural strengths to continue pursuing engineering despite stressors. Latina participants reported experiencing gendered racism that created additional barriers. Supportive institutional condition, personal and cultural assets, and adaptive coping strategies facilitated the development of strong engineering identities. The authors provide practical implications for educators and career counselors to facilitate inclusive engineering communities for Latina/o students.

**Kim, H. J., Duffy, R. D., Lee, S., Lee, J., & Lee, K.-H. (2019). Application of the psychology of working theory with Korean emerging adults. *Journal of Counseling Psychology*, 66(6), 701–713.**

Psychology of Working Theory (PWT) is a framework that documents predictors and outcomes of decent work. This study sought to examine the predictor portion of PWT with a sample of Korean emerging adults from diverse economic backgrounds. Participants included 407 college students who attended a large junior college in Korea. Findings suggest that emerging adults' positive career outcomes are impacted by their economic resources via impacting psychological abilities. More specifically, Economic resources positively related to work volition and career adaptability which were positively related to occupational engagement and future perceptions of obtaining decent work. The authors suggest that interventions targeting malleable psychological abilities may be helpful when working with emerging adults who experience economic strain.

**Kim, H. J., Kim, S. Y., Duffy, R. D., Nguyen, N. P., & Wang, D. (2020). A cross-cultural comparison of psychology of working theory among U.S. and Korean college students. *Journal of Counseling Psychology*, 67(5), 568–579.**

The present study investigated a modified version of psychology of working theory to examine predictors of occupational engagement and future perceptions of decent work for 346 United States and 319 Korean undergraduate students. Variables measured included economic resources, work volition, career adaptability, occupational engagement, and future decent work perceptions. The hypothesized models were tested and compared among the two samples. Overall, findings suggest that the modified model generally fit both samples well. However, notable differences were found regarding the relationship between economic resources and career-related behaviors as well as perceptions of future work. The authors provided potential explanations for cross-cultural differences and practical implications.

**Ko, S. Y., Wei, M., Park, H., & Wang, K. (2019). appearance comparison, appearance self-schema, perfectionism, and body esteem among Korean college students. *The Counseling Psychologist*, 47(3), 358–383.**

This study aimed to examine how South Koreans experience body esteem within their cultural context. Specifically, researchers examined whether appearance self-schema and perfectionistic self-presentation significantly mediated the direct association between comparisons of physical appearance and body esteem. Participants included 290 South Korean college students recruited from a university. Structural equation modeling analyses indicated that self-schema and perfectionistic self-presentation were significant mediators for physical appearance comparison and body esteem. Additionally, a multiple-group analysis revealed that the mediation model could equally apply to both men and women students. Authors discuss several implications for mental health clinicians working with South Koreans with body image concerns.

**Liu, S., & Wei, M. (2020). Cognitive flexibility, relativistic appreciation, and ethnocultural empathy among Chinese international students. *The Counseling Psychologist*, 48(4), 583–607.**

This study explored the mediating effect of cognitive flexibility and the moderating effect of relativistic appreciation on the relationship between acculturative stress and ethnocultural empathy within Berry's (1997) framework. Participants included 199 Chinese international students recruited from two Midwestern U.S. universities. Results indicated that cognitive flexibility mediated the relationship between acculturative stress and ethnocultural empathy and that relativistic appreciation moderated the effects of acculturative stress on ethnocultural empathy. Implication for clinicians working with Chinese international students coping with acculturative stress are discussed.

**Lu, Y., Chui, H., Zhu, R., Zhao, H., Zhang, Y., Liao, J., & Miller, M. J. (2018). What does “good adjustment” mean for Chinese international students? A qualitative investigation. *The Counseling Psychologist*, 46(8), 979–1009.**

Researcher utilized consensual qualitative research methods to describe the experiences of nine Chinese graduate international students' ways of coping with adjustment challenges and their perceptions of adjustment. Participants were recruited from different institutions and disciplines. Semi structured interviews were used to explore participants' perceptions of the broad sociopolitical context, experiences adjusting to culture, and their subjective evaluations of their adjustment. Findings indicated that participants experienced frequent challenges in social and professional domains as well as reported a continuous by which they negotiated host culture expectations during adjustment challenges to obtain a subjective sense of satisfaction. Findings can be used to assist Chinese international students with mitigating internalized oppression and increase purpose and well-being.

**Lui, P. P., Berkley, S. R., & Zamboanga, B. L. (2020). College alcohol belief and alcohol use: Testing moderations by cultural orientations and ethnicity. *Journal of Counseling Psychology*, 67(2), 184–194.**

Little research has explored how college alcohol beliefs are conceptualized in Asian American student populations and whether cultural orientation moderate the relationship between alcohol beliefs and alcohol involvement. This study sought to address this gap by examining the relationships between college alcohol beliefs and alcohol involvement and whether these

relations were moderated by ethnicity for 439 Asian American and 161 Euro American undergraduate students. Results indicated that students, from both samples, who were less immersed in their ethnic heritage were more likely to drink and consume greater amounts of alcohol when they endorsed stronger college alcohol beliefs. Interventions that target students' college alcohol beliefs and promote connectedness to ethnic heritages could help reduce student alcohol use and misuse.

**Mayorga, N. A., Jardin, C., Bakhshaie, J., Garey, L., Viana, A. G., Cardoso, J. B., & Zvolensky, M. (2018). Acculturative stress, emotion regulation, and affective symptomology among Latino/a college students. *Journal of Counseling Psychology, 65*(2), 247–258.**

This study aimed to explore difficulties in emotional regulation as an explanatory factor for symptoms of depression, suicidality, social anxiety, and anxious arousal related to acculturative stress. Participants included 448 Latino/a college students recruited from a southwestern university. Results indicated that how Latino/a regulate their emotions impacts the negative mental health correlates associated with acculturative stress. These findings suggest that resiliency to adverse social experiences could be enhanced by improving Latino/a emotional regulation.

**McDermott, R. C., Berry, A. T., Borgogna, N. C., Cheng, H.-L., Wong, Y. J., Browning, B., & Carr, N. (2020). Revisiting the paradox of hope: The role of discrimination among first-year Black college students. *Journal of Counseling Psychology, 67*(5), 637–644.**

Black students are more likely to experience academic difficulties due to experiences of discrimination which can impact academic retention. Some research has suggested that high levels of hope could play a paradoxical role in how Black college students who experience discrimination perceive their abilities to meet their personal and professional goals. This study explored the moderation effects of hope on the relationships between experiences of discrimination and perceptions of stress and academic integration for 203 first-year Black college students in the United States. Inverse associations were found between hope and stress as well as positive associations between hope and academic integration. Additionally, students with higher levels of hope also had stronger positive associations between discrimination and stress supporting the paradoxical effect. These findings suggest that increasing hope may not always protect Black college students from the distress of discrimination; however, hope is still beneficial to students' academic well-being.

**Navarro, R. L., Flores, L. Y., Legerski, J.-P., Brionez, J., May, S. F., Suh, H. N., Slivensky, D. R., Tapio, F., Lee, H.-S., Garriott, P. O., Hunt, H. K., Desjarlais, C. D., Lee, B.-H., Diaz, D., Zhu, J., & Jung, A.-K. (2019). Social cognitive predictors of engineering students' academic persistence intentions, satisfaction, and engagement. *Journal of Counseling Psychology, 66*(2), 170–183.**

This study examined the role of social-cognitive, environmental, and personality variables in engineering persistence intentions, engagement, and satisfaction for a sample of 1,335 engineering students. Results highlighted the importance of considering intersectional identities

and social contexts when applying the social cognitive career theory and developing interventions aimed at increasing participation in engineering. More specifically, interactions were found among race/ethnicity, gender, and institutional context which moderated social-cognitive relations and differentially explained academic engagement, satisfaction, and persistence intentions for engineering undergraduates.

**Sanchez, D., Adams, W. N., Arango, S. C., & Flannigan, A. E. (2018). Racial-ethnic microaggressions, coping strategies, and mental health in Asian American and Latinx American college students: A mediation model. *Journal of Counseling Psychology*, 65(2), 214–225.**

Racial-ethnic microaggressions are subtle everyday forms of discrimination. Existing literature on the role coping strategies play in the relationship between these microaggressions and mental health is lacking for Asian American and Latinx American college students. This study utilized Lazarus and Folkman's (1984) stress and coping framework to examine engagement and disengagement coping strategies as potential mediators for psychological distress. Results suggest that proactive coping strategies can prepare Asian American and Latinx American college students to better react to racial-ethnic microaggression, which can result in less psychological distress. The authors recommend that mental health clinicians and educators support and validate students' as well as assist them with processing their experiences with microaggressions to identify which coping strategies are helpful.

**Szymanski, D. M. (2020). Sexual objectification, internalization, and college women's depression: The role of shame. *The Counseling Psychologist*, 48(1), 135–156.**

This study investigated body surveillance and self-blame as mediators for the relationship between sexual objectification and depression as well as shame as a moderator for the direct effects. Participants included 489 young adult college women recruited from a large public Southern university. Results indicated that the internalization of body surveillance and self-blame assist in understanding how college's women's experiences of sexual objectification are linked to depression. Additionally, shame can help explain when sexual objectification is associated with internalization. Authors suggest that mental health clinicians work with women clients presenting with depression by helping them reduce body monitoring, self-blame for sexual objectification, and shame.

**Tsai, P.-C., & Wei, M. (2018). Racial discrimination and experience of new possibilities among Chinese international students. *The Counseling Psychologist*, 46(3), 351–378.**

Few studies have explored the experiences of Asian international students' experiences of racial discrimination in the U.S., who make up one third of all international students in the United States. This study sought to address this gap in knowledge by examining the potential moderating effects of internal coping strategies and resistance on the relationship between racial discrimination and experience of new possibilities for Chinese international students. Participants include 258 Chinese international students. Results indicated that female students who used more internalized coping strategies perceived racial discrimination as an experience for



new possibilities, whereas male students who used more resistance coping strategies were more likely to view racial discrimination as an experience of new possibilities.

**Wei, M., Liu, S., Ko, S. Y., Wang, C., & Du, Y. (2020). Impostor feelings and psychological distress among Asian Americans: Interpersonal shame and self-compassion. *The Counseling Psychologist*, 48(3), 432–458.**

This study examined the relationship between impostor feelings and psychological distress as well as the mediating effects of interpersonal shame and moderating effects of self-compassion. Participants included 433 Asian American students recruited from an East Coast public university. Results indicated that impost feelings were positively associated with psychological distress through interpersonal shame. Additionally, self-compassion was shown to buffer against interpersonal shame for Asian Americans experiencing impostor feelings. Authors suggest that clinicians assist Asian American clients by increasing their awareness of impostor feelings by exploring whether or not clients tend to discount the importance of their successes.

**Zamudio, G., Wang, C. D., & Jin, L. (2020). Adult attachment, social self-efficacy, familismo, and psychological wellbeing: A cross-cultural comparison. *The Counseling Psychologist*, 48(7), 922-952.**

Researchers sought to expand the knowledge base regarding how different psychosocial and cultural variables impact Latinxs's well-being. Specifically, this study tested the applicability of an attachment-based indirect effect model on Mexican and Mexican American college students. Participants included 360 students recruited from a Mexican university and 235 students recruited from a university in the United States. Results revealed an association between insecure attachment and depressive symptoms and life satisfaction. Social self-efficacy was found to indirectly moderate this association. Additionally, the indirect effects of attachment avoidance varied by country membership. Authors suggest that mental health professionals working with Mexican or Mexican American clients focus on enhancing clients' social self-efficacy when providing short-term services.

**Zounlome, N. O. O., Wong, Y. J., Klann, E. M., David, J. L., & Stephens, N. J. (2019). 'No one . . . saves black girls': Black university women's understanding of sexual violence. *The Counseling Psychologist*, 47(6), 873–908.**

Researchers sought to address a gap in knowledge regarding how Students of Color conceptualize sexual violence by exploring how Black/African American university woman understand sexual violence and their perceptions of cultural barriers to help-seeking. Themes from a phenomenological analysis included historical legacy of racialized trauma against Black women, stereotypes of hypersexualized Black women, silence and community protection, duality of Black spirituality and/or religiosity, racial injustice and systemic barriers to help-seeking and reporting, stereotypes of strong Black women, and grassroots healing and empowerment of Black communities. Authors suggest that counselors working with Black women utilize feminist and/or multicultural therapeutic orientations to give clients a voice, acknowledge the influence of systemic oppression, and empower clients to take greater control of their reality.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 2018-2020**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1B: GLBTQ Students**

**Lefevor, G. T., Boyd-Rogers, C. C., Sprague, B. M., & Janis, R. A. (2019). Health disparities between genderqueer, transgender, and cisgender individuals: An extension of minority stress theory. *Journal of Counseling Psychology, 66*(4), 385–395.**

This study sought to increase the research literature regarding the experiences of minority stress for those who identify outside of the gender binary. A sample of 892 college students who identified outside of the gender binary was taken from the Center for Collegiate Mental Health 2012-2016 database. Analyses were conducted to examine differences between cisgender, transgender, and queergender individuals. Results indicated that individuals who identify outside the gender binary experience more discrimination, victimization, poor mental health outcomes, and suicidality or self-harm compared to transgender and cisgender men and women. Additionally, lack of knowledge about queergender experiences and pronouns, poor access to legal and medical resources, and systemic discrimination may contribute to these trends.

**Morris, T. R., & Lent, R. W. (2019). Heterosexist harassment and social cognitive variables as predictors of sexual minority college students' academic satisfaction and persistence intentions. *Journal of Counseling Psychology, 66*(3), 308–316.**

This study provides a potential framework for modeling sexual minority college students' academic well-being development. The authors examined social-cognitive and cultural predictors of academic satisfaction as well as heterosexist harassment as a culture-specific predictor. Results suggest that sexual minority students' experiences of identity-based discrimination contribute to perceptions of decreased environmental supports, decreased academic satisfaction, and lower intentions to continue college enrollment.

**Parent, M. C., & Silva, K. (2018). Critical consciousness moderates the relationship between transphobia and “bathroom bill” voting. *Journal of Counseling Psychology, 65*(4), 403–412.**

This study sought to extend existing research on transphobic attitudes and clarify relationships between religious fundamentalism, social dominance orientation, transphobia, and hypothetically voting for bathroom bills. Participants included 282 college students. Findings from a moderated mediation multinomial logistic regression path analysis showed that transphobic attitudes were associated with religious fundamentalism and social dominance and were also associated with a lower likelihood of voting against bathroom bills. Additionally critical consciousness was associated with voting against the bill rather than for it. The authors suggest integrating critical consciousness with transgender rights advocacy efforts.

**Platt, L. F. (2020). The presenting concerns of transgender and gender nonconforming clients at university counseling centers. *The Counseling Psychologist*, 48(3), 407–431.**

Transgender and gender nonconforming students present to university college centers with higher acuity and more severe concerns compared to their cisgender peers. Although literature exists for this marginalized population, little is known about their mental health needs. This study used national-level data to explore the mental health needs of transgender and gender nonconforming college students who presented to university counseling centers to address this gap in knowledge. Disparities were found in a variety of clinical domains including suicidality, history of hospitalization, trauma history, mood disorders, and family distress when compared to cisgender peers. Findings from this study can be utilized to inform innovative approaches to clinical practice, advocacy, and training so that university counseling centers can better address the mental health needs of transgender and gender nonconforming students.

**Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 2018-2020**

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1C: Military/Veteran Students**

**McAndrew, L. M., Slotkin, S., Kimber, J., Maestro, K., Phillips, L. A., Martin, J. L., Credé, M., & Eklund, A. (2019). Cultural incongruity predicts adjustment to college for student veterans. *Journal of Counseling Psychology*, 66(6), 678–689.**

Cultural incongruity is a phenomenon in which student service members and veterans lack a sense of belonging and feel misunderstood by college communities. Little is known about the predictors for student service members' and veterans' adjustment to college. This study aimed to quantitatively examine the relationship between cultural incongruity and college adjustment. Participants included 814 student service members and veterans. Results indicated that cultural incongruity predicted students' adjustment to college and feelings of not belonging accounted for 18% of variance in adjustment after controlling for other known predictors. Additionally, feeling understood about academic barriers protected students against the negative impact of the barrier on adjustment.

**Seidman, A. J., Wade, N. G., Lannin, D. G., Heath, P. J., Brenner, R. E., & Vogel, D. L. (2018). Self-affirming values to increase student veterans' intentions to seek counseling. *Journal of Counseling Psychology*, 65(5), 653–660.**

Self-affirmation interventions have been implemented to promote psychological help-seeking intentions among student veterans. This study explored whether student veterans' intentions to seek counseling increased following a self-affirmation intervention when they had not previously sought out counseling services. Participants included 74 student veterans who completed pretest measures of distress and help seeking. Participants were randomly selected to participate in either a self-affirmation plus psychoeducation or psychoeducation-only group. Student veterans who participated in the self-affirmation intervention reported increased intentions to seek counseling immediately following the intervention and one-week after the intervention compared to those who received only psychoeducation. These findings suggest that the self-affirmation intervention was effective at increasing student veterans' intentions to seek counseling.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 2018-2020**

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

**Browning, B. R., McDermott, R. C., Scaffa, M. E., Booth, N. R., & Carr, N. T. (2018). Character Strengths and First-Year College Students' Academic Persistence Attitudes: An Integrative Model. *The Counseling Psychologist, 46*(5), 608-631.**

This study utilized higher education theories of persistence to examine first-year undergraduate college students' hope and gratitude as predictors of academic integration and institutional commitment. Results of structural equation modeling indicated that increased academic integration mediated the relationship between hope and gratitude, and institutional commitment, when controlling for social support. This finding is consistent with previous research and highlights the importance of character strengths in understanding academic integration and persistence. The researchers suggest that counseling psychologists utilize the model to develop interventions aimed encouraging first year college students to use their character strengths to enhance academic integration.

**Duffy, R. D., Kim, H. J., Gensmer, N. P., Pendleton, L. H., Boren, S., & Garriott, P. O. (2020). Testing a critical cultural wealth model of well-being among first-generation students. *Journal of Counseling Psychology, 67*(2), 171-183.**

First-generation college student enrollment has shown increases over recent years. The present study explored predictors of career choice and life satisfaction for a sample of first-generation college students, utilizing the critical cultural wealth model. Results indicated that financial stress, sense of belonging, and work violation directly predicted life satisfaction and work volition directly predicted career choice satisfaction. Overall, findings highlight the importance of feeling choice in one's career and having a sense of belonging on campus.

**Goldberg, S. B., Flemotomos, N., Martinez, V. R., Tanana, M. J., Kuo, P. B., Pace, B. T., Villatte, J. L., Georgiou, P. G., Van Epps, J., Imel, Z. E., Narayanan, S. S., & Atkins, D. C. (2020). Machine learning and natural language processing in psychotherapy research: Alliance as example use case. *Journal of Counseling Psychology, 67*(4), 438-448.**

Machine learning holds promise for addressing limitations in mental health care and psychotherapy. This study investigated machine learning and natural language processing as a tool for automating the assessment of meaningful treatment components. Automatic speech recognition software was used to process 1,235 sessions of 386 clients receiving counseling from a university counseling center. Machine learning algorithms learned associations between client therapeutic alliance ratings and session linguistic content. Findings suggest that machine learning models can predict client-rated therapeutic alliance using session content.

**Griffin, B. J., Worthington Jr, E. L., Davis, D. E., Hook, J. N., & Maguen, S. (2018). Development of the self-forgiveness dual-process scale. *Journal of Counseling Psychology*, 65(6), 715-726.**

In this study, researchers developed the Self-Forgiveness Dual-Process Scale to assess value reorientation and esteem restoration following perceived interpersonal offense. The authors utilized Social Cognitive Theory to frame the scale development and conducted a series of studies to test their hypothesized factor structure, replication of the factor structure, construct validity, and examine incremental predictive validity. Participants in each study were recruited from a large public university in the United States. Findings supported the authors' conceptualization of self-forgiveness following perceived transgression regarding the processes of value reorientation and esteem restoration, distinguished self-forgiveness from other responses, and showed the unique impacts of these processes on functioning. More specifically, each process is needed for self-forgiveness and can contribute to better physical and mental health, behavior toward others, and repairs of ruptured relationships.

**Hayes, J. A., Petrovich, J., Janis, R. A., Yang, Y., Castonguay, L. G., & Locke, B. D. (2020). Suicide among college students in psychotherapy: Individual predictors and latent classes. *Journal of Counseling Psychology*, 67(1), 104–114.**

Suicide is a prevalent public health concern, especially among college students. This study sought to identify predictors of suicidal behavior for college students receiving psychotherapy as well as identify classes of clients with suicidal ideation. The sample consisted of 101,570 students with 391 who engaged in suicidal behavior during their treatment period. Findings indicated that depression, prior suicidal behavior, and prior non-suicidal self-injury were positively related to suicidal behavior pretreatment and identified four latent classes of clients with suicidal ideation termed "prior ideation," "extensive risk," "prior treatment," and "circumscribed depression." Psychotherapists should attend to the different types of suicidal behavior and indicators of possible suicidal behavior when working with college students.

**Kivlighan III, D. M., Abbas, M., Gloria, A. M., Aguinaga, A., Frank, C., & Frost, N. D. (2018). Are belongingness and hope essential features of academic enhancement groups? A psychosociocultural perspective. *Journal of Counseling Psychology*, 65(2), 204-213.**

This longitudinal study examined the effectiveness of academic enhancement groups by testing the relationship between increases in hope, belonging, and academic achievement for undergraduate students on academic probation who participated in these groups. Participants included 167 undergraduate students from 22 academic enhancement groups. Hope and belongingness were modeled as predictors of change in students' grade-point average (GPA). Results showed that increases in students' hope and belongingness were significantly related to changes in their GPA. Gender was also found to significantly moderate the relationship between hope and academic achievement.

**Liao, K. Y.-H., & Weng, C.-Y. (2018). Gratefulness and subjective well-being: Social**

**connectedness and presence of meaning as mediators. *Journal of Counseling Psychology*, 65(3), 383–393.**

This study sought to address a gap in knowledge regarding the mechanisms underlying the association between gratefulness and well-being. The authors examined whether gratefulness would increase social connectedness and presence of meaning in life, which contribute to subjective well-being. Participants included 232 college students recruited from a Midwestern university. Online surveys measuring gratefulness, social connectedness, presence of meaning in life, life satisfaction, positive affect, and happiness were administered to students three months apart. Results suggest that increases in gratefulness predicted changes in social connectedness as well as presence of meaning in life, which predicted changes in subjective well-being.

**Lockman, J. D., & Servaty-Seib, H. L. (2018). Testing the predictions of the existential constructivist theory of suicide in a college student sample. *Journal of counseling psychology*, 65(3), 294-307.**

The existential constructivist theory of suicide (ECTS) developed by Roger (2001) proposes that existential distress and the inability to reconstruct meaning from adverse life events contribute to suicidal ideation. This study sought to test this theory using a college student sample. Participants included 195 college students recruited from a large Midwestern university. Findings from structural equation modeling provided partial support for the ECTS. Based on the results, the authors suggest that therapeutic interventions focus on meaning reconstruction to reduce suicidal ideation in college students.

**Lui, P. P. (2019). College alcohol beliefs: Measurement invariance, mean differences, and correlations with alcohol use outcomes across sociodemographic groups. *Journal of Counseling Psychology*, 66(4), 487–495.**

Undergraduate students' beliefs about the role of alcohol in college life influences the frequency, quantity, and susceptibility to drinking problems. The College Life Alcohol Salience Scale (CLASS) measures individuals' college-related alcohol beliefs. However, this scale has been mostly used with Euro American and freshman student samples. This study sought to investigate whether the CLASS functions the same across sociodemographic groups. Results of multigroup confirmatory factor analyses support scalar invariance of the CLASS scores across gender, years in college, and campus residence. Associations between college alcohol beliefs, alcohol consumption, and drinking problems were equivalent across sociodemographic categories. However, differences were found across gender, ethnicity, and Greek affiliations.

**Rankin, J. A., Paisley, C. A., Mulla, M. M., & Tomeny, T. S. (2018). Unmet social support needs among college students: Relations between social support discrepancy and depressive and anxiety symptoms. *Journal of Counseling Psychology*, 65(4), 474–489.**

Physical and emotional well-being are associated with social support. This study aimed to examine the context in which receiving support is helpful by exploring how the relationship between support needs and support received relates to depressive and anxiety symptoms for 428

undergraduate students. Results showed that depressive symptoms, but not anxiety symptoms, were the highest when support needs were greater than support received. Additionally, students' perceptions of support needs were significantly greater than their perceptions of the support received. The authors concluded that the discrepancy between support needs and support received may predict depressive symptoms, when controlling for other factors related to depressive and anxiety symptoms.

**Rice, K. G., Montfort, A. K., Ray, M. E., Davis, D. E., & DeBlaere, C. (2019). A latent change score analysis of emotion regulation difficulties and evaluative threat in STEM. *Journal of Counseling Psychology*, 66(2), 158–169.**

This study investigated experiences of evaluation threat and difficulties coping with emotions for first-time college freshman majoring in Science, Technology, Engineering, and Math (STEM). Participants included 432 undergraduate STEM majors who completed the Evaluative Threat in STEM Scale and the Difficulties in Emotion Regulation Scale at six different time points. Results showed that women had higher levels of evaluation threat when compared to men and both men and women with higher threat contributed to fewer coping strategies to manage distressing feelings. These findings suggest that student in STEM majors may benefit from early stress management interventions.

**Schenkenfelder, M., Frickey, E. A., & Larson, L. M. (2020). College environment and basic psychological needs: Predicting academic major satisfaction. *Journal of Counseling Psychology*, 67(2), 265–273.**

This study sought to explore the relationships of faculty and peer support on academic major satisfaction to extend current literature in self-determination theory. Participants included 320 students recruited from a large midwestern university. The authors hypothesized that students' perceptions of volitional autonomy, competence, and relatedness in their academic majors would mediate the relationships between perceived faculty and peer support and major satisfaction. Results from structural equation modeling suggested that students' sense of autonomy in their major plays an important role in explaining the relationship between perceived faculty and peer support and academic major satisfaction. The authors concluded that self-determination theory is a helpful framework for understanding how faculty and peer support relates to major satisfaction and psychological needs.

**She, Z., Duncan, B. L., Reese, R. J., Sun, Q., Shi, Y., Jiang, G., Wu, C., & Clements, A. L. (2018). Client feedback in China: A randomized clinical trial in a college counseling center. *Journal of Counseling Psychology*, 65(6), 727–737.**

Previous research has shown that client feedback can improve psychotherapy outcomes; however, these studies have not examined these effects outside of the United States or Europe. The study sought to investigate the impact of a client feedback intervention implemented at a college counseling center in Wuhan, China. A treatment as usual was compared to a feedback condition where therapist had access to client-given outcome and alliance information. Clients in the feedback condition showed significantly greater improvement compared to those receiving treatment as usual. Additionally, scores on alliance improved significantly more across



treatment. Results suggest that the positive impacts of implementing client feedback systems can occur in Chinese college counseling settings.

**Tran, A. G. T. T., Lam, C. K., & Legg, E. (2018). Financial stress, social supports, gender, and anxiety during college: A stress-buffering perspective. *The Counseling Psychologist*, 46(7), 846–869.**

Clinicians in college counseling centers have noted that anxiety and stress are the top two concerns of clients, with financial stress being most prevalent in recent years. This study sought to examine the moderating roles of social support and gender on the financial stress and general anxiety of college students. Participants included 304 college students recruited from universities nationwide with 71.7% identifying as female. Results indicated a moderately to strong association between symptoms of generalized anxiety and financial stress. Perceived family support and gender were also found to moderate financial stress related to generalized anxiety. Authors highlight the importance of focusing on stressful financial circumstances when working with college students.

**Xu, H., & Adams, P. (2020). Ambiguity aversion in career decision-making: Its longitudinal prediction for college career outcomes. *Journal of Counseling Psychology*, 67(2), 232–240.**

This longitudinal study examined how ambiguity aversion predicts subsequent career outcomes through commitment anxiety. Participants included 371 United States college students. Results indicated that students with less ambiguity aversion at the beginning of college tended to experience better career outcomes by the end of college. These findings highlight the importance of managing college student ambiguity for increasing desirable career outcomes.

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**THEME 3: COLLEGE STUDENT HELP-SEEKING**  
**ACROSS CAMPUS POPULATIONS**

**Booth, N. R., McDermott, R. C., Cheng, H.-L., & Borgogna, N. C. (2019). Masculine gender role stress and self-stigma of seeking help: The moderating roles of self-compassion and self-coldness. *Journal of Counseling Psychology, 66*(6), 755–762.**

Restrictive masculine gender roles and stigma toward seeking psychological help are barrier for college men. However, previous studies suggest the presence of potential moderating variables. This study sought to examine the roles of self-compassion and self-coldness as potential moderating variables on the associations between masculine gender role stress and self-stigma of help seeking. Participants include 777 college men. Results indicated a positive association between masculine gender role stress and self-stigma and self-coldness and a negative association with self-compassion. Additionally, both self-compassion and self-coldness were significant moderating variables. The authors suggest that increasing men’s self-compassion could assist them with overcoming the barrier of masculine gender role socialization related to help seeking stigma.

**Brenner, R. E., Cornish, M. A., Heath, P. J., Lannin, D. G., & Losby, M. M. (2020). Seeking help despite the stigma: Experiential avoidance as a moderated mediator. *Journal of Counseling Psychology, 67*(1), 132–140.**

This study sought to examine whether experiential avoidance moderates how strongly internalize public stigma and self-stigma related to university students’ help-seeking intentions. Results supported the authors hypothesis that experiential avoidance moderates the direct relationship between self-stigma and seeking psychological help as well as the indirect relationship between public stigma and help-seeking behaviors. In other words, self-stigma may predict help-seeking intentions when avoidance of therapy is used as a means to avoid unpleasant emotions. The authors suggest tailoring interventions to increase emotional acceptance.

**Choi, N.-Y., & Miller, M. J. (2018). Social class, classism, stigma, and college students’ attitudes toward counseling. *The Counseling Psychologist, 46*(6), 761-785.**

Researchers utilized structural equation modeling to examine two competing models of college students’ attitudes toward seeking counseling. Participants including 2,230 incoming college students recruited from a large public research university in the Eastern United states. The study assessed the influenced of objective and subjective social class, classism, and stigma on students’ attitudes. Results indicated that objective social class was related to attitudes toward seeking professional counseling indirectly through subjective social class, classism, and stigma. Additionally, objective social class, subjective social class, and classism operated differently in the model. The authors suggest that college students be given opportunities to explore how their experiences with classism relate to avoiding additional stigma as well as how these experience with classism influence students’ decisions to seek, engage in, and/or terminate counseling.

**Keum, B. T., Hill, C. E., Kivlighan Jr, D. M., & Lu, Y. (2018). Group- and individual-level self-stigma reductions in promoting psychological help-seeking attitudes among college students in helping skills courses. *Journal of counseling psychology, 65(5), 661-668.***

This study examined the impacts of individual- and group-level changes in self-stigma on psychological help-seeking attitudes. Participants included 189 undergraduate college students enrolled in 20 sections of a semester-long helping skills lab group. Students were administered the Self-stigma of Help Seeking Scale and Attitudes Toward Seeking Professional Psychological Help Scale-Short Form during the first and final week of the semesters. Results indicated that individual level reductions in self-stigma did not predict psychological help-seeking attitudes. However, students that maintained low to moderate levels of self-stigma throughout the semester developed significantly more positive attitudes toward psychological help-seeking. Additionally, section-level reductions in self-stigma significantly predicted more positive attitudes toward psychological help-seeking. Findings suggest the potential importance of group norm changes in self-stigma on promoting changes in individuals' psychological help-seeking attitudes.

**Kim, P. Y., & Yon, K. J. (2019). Stigma, loss of face, and help-seeking attitudes among South Korean college students. *The Counseling Psychologist, 47(3), 331-357.***

Research has shown that although South Koreans recognize the benefits of psychological services there is an underutilization of services among this population. This study sought to address a gap in knowledge regarding the relationship between stigma and help-seeking among South Koreans by examining different types of stigma and their correlations with help-seeking attitudes. Researchers utilized a pre-existing model of help-seeking attitudes for South Korean college students to examine how loss of face might be incorporated into the model. Participants (N= 485) were recruited from several South Korean universities. Results indicated that others' stigma predicted self-stigma which predicted help-seeking attitudes. Additionally, as loss of face increased the negative indirect effect of others' stigma on help-seeking attitudes through self-stigma weakened.

**Shea, M., Wong, Y. J., Nguyen, K. K., & Gonzalez, P. D. (2019). College students' barriers to seeking mental health counseling: Scale development and psychometric evaluation. *Journal of Counseling Psychology, 66(5), 626-639.***

This study developed and explored the psychometric properties for the Barriers to Seeking Mental Health Counseling (BMHC) scale. The BMHC measures perceived help-seeking barrier for college-aged students. Two studies were conducted using ethnically diverse samples to examine the validity and reliability of the measure. Exploratory and confirmatory factor analyses suggested support for the six specific types of perceived barriers. Additionally, evidence was found for incremental validity, internal reliability, and temporal stability. These findings could be used to promote college students' psychological well-being by informing prevention, intervention, and counselor training efforts.

**Spink, G. L., Jr., Jorgensen, R. S., & Cristiano, S. (2018). Cognitive and affective factors**

**predicting daily somatic complaints in college students. *Journal of Counseling Psychology*, 65(1), 110–119.**

The symptom perception hypothesis and response expectancy theory have been used to frame the generation of somatic complaints. This study examined the combined effects of state negative affect, trait negative affect, and response expectancies in predicting daily somatic complaints of college students. Participants included 95 college students who took part in one in-lab session and complete seven daily diary entries. Results showed that state negative affect, trait negative affect, and response expectancies have unique associations with daily somatic complaints. These results are consistent with a cognitive-affective basis for somatic complaints. Counseling interventions aimed at changing clients' expectancies and emotional regulation abilities may be helpful in treating clients who present with somatic complaints.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 2018-2020**

**THEME 4: COUNSELING INTERVENTIONS & OUTCOMES**

**Allan, B. A., Duffy, R. D., & Collisson, B. (2018). Helping others increases meaningful work: Evidence from three experiments. *Journal of Counseling Psychology, 65*(2), 155-165.**

Meaningful work has been identified as an important vocational construct; however, little experimental research has been done to determine what causes work to be meaningful. This study aimed to investigate the relationship between helping others and the experience of meaningful work by manipulating task significance. The researchers experimentally tested this relationship in three studies. Participants included students, an online sample of working adults, and public university employees. In study one, students who completed the task for the benefit of someone else reported greater task meaningfulness compared to those who completed the task for themselves. In study two, working adults who reflected on a time when they worked to benefit someone else reported greater work meaningfulness compared to a time they worked to benefit themselves. In study three, university employees who helped others more times in a single day experienced greater gains work meaningfulness over time. Results from all three studies help explain how work meaningfulness can increase by finding ways to benefit others through work, which can impact workers' well-being and productivity.

**Coudray, C., Palmer, R., & Frazier, P. (2019). Moderators of the efficacy of a web-based stress management intervention for college students. *Journal of Counseling Psychology, 66*(6), 747–754.**

Web-based interventions have demonstrated efficacy in teaching college students stress management skills. However, research is lacking regarding who might benefit most from these interventions. The current study aimed to explore moderators of the efficacy of a web-based stress management intervention that focused on increasing perceived present control. Results indicated that the web-based intervention was more effective for students experiencing higher levels of stress, depression, and anxiety compared to students experiencing less distress. Additionally, students who were less distressed experienced little benefit from their participation in the intervention. Findings suggest that web-based stress management interventions may be better employed as an indicated prevention approach instead of a universal approach.

**Hill, C. E., Anderson, T., Gerstenblith, J. A., Kline, K. V., Gooch, C. V., & Melnick, A. (2020). A follow-up of undergraduate students five years after helping skills training. *Journal of Counseling Psychology, 67*(6), 697–705.**

This follow up study aimed to examine the outcomes from a helping skills course pertaining to empathy, natural helping ability, facilitative interpersonal skills, and help skills self-efficacy. Participants include 33 undergraduate students who had participated in the helping skills course. Students indicated that they utilized helping skills in both professional and personal lives 5 years post-course. Overall, there were no changes in empathy, natural helping ability, or facilitative

helping skills at follow-up. Additionally, students maintained self-efficacy levels at follow-up compared to post-course. Results suggested that students who continued to pursue mental health education (N = 15) continued to improve their empathy, natural helping ability, and self-efficacy at follow-up. This suggests that continued exposure and practice utilizing helping skills contributes to improved helping abilities.

**Kivlighan, D. M. III, Adams, M. C., Drinane, J. M., Tao, K. W., & Owen, J. (2019). Construction and validation of the Multicultural Orientation Inventory—Group Version. *Journal of Counseling Psychology*, 66(1), 45–55.**

This study adapted the Multicultural Orientation Inventory to develop and test the psychometric properties of the Multicultural Orientation Inventory—Group Version in order to measure cultural humility, cultural comfort, and cultural missed opportunities for those participating in therapy groups. Participants include 208 members from 49 therapy groups across 10 university counseling centers. Findings supported a 3-factor structure for the inventory and corresponded with the underlying constructs. Additionally, preliminary evidence was found for the estimated internal and convergent validity for the inventory.

**Lu, Y., Hill, C. E., Hancock, G. R., & Keum, B. T. (2020). The effectiveness of helping skills training for undergraduate students: Changes in ethnocultural empathy. *Journal of Counseling Psychology*, 67(1), 14–24.**

The present study examined empathy changes directed toward people from different racial/ethnic cultural groups for 189 undergraduate students before and after participating in helping skills classes. Results suggest that White students were able to enhance some aspects of ethnocultural empathy through participating in helping skills training. More specifically, White students showed increases in empathic feeling and expression as well as empathic perspective taking compared to racial minority students. Additionally, racial minority women reported higher levels on all aspects of ethnocultural empathy prior to participating in the help skills classes compared to racial minority men and White students. These findings suggest that helping skill training may be particularly helpful in assisting White students increase their ethnocultural empathy.

**Østergård, O. K., O'Toole, M. S., Svendsen, M. M., & Hougaard, E. (2020). The effect of implementing the partners for change outcome management system in a nationwide student counseling service. *Journal of Counseling Psychology*, 67(1), 90–103.**

Using a nonrandomized controlled study, this study explored the effect of implementing the Partners for Change Outcome Management System (PCOMS) at the Danish Student Counseling Service. The outcomes of individual and group counseling were compared for 634 students participating in PCOMS and 740 students receiving treatment as usual. Results showed no effect for the PCOMS protocol when compared to treatment as usual. The authors concluded that the findings from this study did not align with previous studies which found a positive effect of implementing PCOMS in counseling settings.

**Schwartzman, C. M., King, B. R., Newheiser, A.-K., Oswald, J. M., Bugatti, M., Cedeno, E.,**

**& Boswell, J. F. (2020). Feasibility and acceptability of a novel tool for the study of interpersonal processes in psychotherapy. *Journal of Counseling Psychology*, 67(4), 462–474.**

Technology innovations such as the Sociometric Badge (SB) can increase the efficiency of process data collection and processing by measuring dyadic interpersonal process variables in real-time. This pilot study examined the feasibility and acceptance of SB devices compared to traditional audio recording equipment. Participants included 306 undergraduate students who were randomly placed into dyads. Each dyad was then randomly assigned to either a SB condition or traditional recording device condition. Results indicated no changes between conditions for students' perceived quality of the relationship. However, students in the audio recorder condition reported more awareness of the device in the room. Authors concluded that wearable sensing devices may be suitable for routine psychotherapy research and practice.

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**THEME 5: FAMILY OF ORIGIN ISSUES & INFLUENCES**

**Baker, M. R., Nguyen-Feng, V. N., Nilakanta, H., & Frazier, P. A. (2020). Childhood maltreatment predicts daily stressor exposure in college students but not perceived stress or stress reactivity. *Journal of Counseling Psychology, 67*(1), 79–89.**

It is important for clinicians who work with college students to be aware that many have experienced some form of child maltreatment. Thus, an assessment of maltreatment could be beneficial. This study aimed to investigate the role of childhood maltreatment in explaining individual differences in daily stress processes. Participants included 253 college students who completed the Childhood Trauma Questionnaire and a measure of neuroticism at baseline. Students then completed nightly surveys over the span of 14 days to assess their exposure to daily stressors, perceived severity of stress, and negative affect. Results showed that students who have experienced maltreatment reported more daily stressors and increased daily negative mood. Additionally, these students did not perceive their stressors as more severe nor react to them more strongly when compared to students who did not experience maltreatment. The authors suggest that clinicians assess stressor exposure separately from stress reactions and that interventions aimed at reducing stressors in students' may be more effective for those with a history of maltreatment.

**Guan, Y., Wang, Z., Gong, Q., Cai, Z., Xu, S. L., Xiang, Q., Wang, Y., Chen, S. X., Hu, H., & Tian, L. (2018). Parents' career values, adaptability, career-specific parenting behaviors, and undergraduates' career adaptability. *The Counseling Psychologist, 46*(7), 922–946.**

Researchers aimed to expand current career construction theory by exploring the mediating roles between Chinese parents' career values and adaptability on their children's career adaptability. Participants include 264 Chinese university students and their parents. Parental support was positively related to career specific parenting behaviors (e.g., intrinsic fulfillment values, work-life balance values, and career adaptability) which mediated the relationship between these behaviors and undergraduates' career adaptability. Additionally, parental engagement was found to mediate the effect of external compensation values and the positive effect of work-life balance values. Parental interference did not significantly predict students' career adaptability.

**Hui, K., & Lent, R. W. (2018). The roles of family, culture, and social cognitive variables in the career interests and goals of Asian American college students. *Journal of counseling psychology, 65*(1), 98-109.**

Theory-driven research is lacking regarding the important roles that family and cultural factors plays in the career development of Asian Americans. This study sought to build upon existing research by examining cultural factors that predict Asian American college students' considerations to enter science-oriented fields and helping or teaching fields. Participants included 802 Asian American undergraduate students who completed measures of family



support, self-efficacy, outcomes expectations, interest, and career consideration related to Holland's (1997) Investigative and Social themes, as well as indicated their adherence to Asian values and generation status in the United States. Results indicated that family support and acculturation played varying roles in Asian American students' career considerations depending on the Holland theme. Additionally, adherence to Asian values and generation status in the United States did not moderate the relationship of family support or interest and career consideration. The authors suggest that counselors can assist Asian American students with career consideration by exploring their perceptions of family support and assisting them with gaining access to needed resources as well as utilizing family- or system-related interventions.

**Nguyen-Feng, V. N., Romano, F. N., & Frazier, P. (2019). Emotional abuse moderates efficacy of an ecological momentary stress management intervention for college students. *Journal of Counseling Psychology, 66*(4), 461–472.**

Using a randomized control trial, this study sought to examine the efficacy of an ecological momentary intervention (EMI) aimed at reducing the psychological distress experienced by undergraduate students with and without an emotional abuse history. Students (N = 382) were randomly assigned to either receive a stress management EMI or an ecological momentary assessment with self-monitoring of stressors and mood. Results showed that the EMI was feasible with college students and was effective for those with a history of emotional abuse. However, the intervention did not appear effective for the general student sample and was less effective when compared to a web-based version.

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**THEME 6: UNDERGRADUATE PSYCHOLOGY & GRADUATE COUNSELING**  
**PSYCHOLOGY EDUCATION, TRAINING, & SUPERVISION**

**Cobb, C. L., Zamboanga, B. L., Xie, D., Schwartz, S. J., Martinez, C. R., Jr., & Skaggs, S. (2020). Associations among the advisory working alliance and research self-efficacy within a relational-efficacy framework. *Journal of Counseling Psychology, 67*(3), 361–370.**

This study sought to add to the knowledge base by examining the relational processes between the advisory working alliance and the research self-efficacy of clinical and counseling psychology doctoral students. Using a relational-efficacy framework, the researchers hypothesized an indirect relationship between advisory working alliance and research self-efficacy via relation-inferred self-efficacy. Additionally, the researchers hypothesized that other-efficacy would moderate the relationship between relation-inferred self-efficacy and research self-efficacy. Results showed an indirect relationship between the advisory working alliance and research self-efficacy as well as moderating effects for other efficacy. Overall, these findings indicate that the advisory alliance transmits relationship-specific information to doctoral students which impacts their perceived research self-efficacy.

**Keum, B. T., & Miller, M. J. (2020). Social justice interdependence among students in counseling psychology training programs: Group actor-partner interdependence model of social justice attitudes, training program norms, advocacy intentions, and peer relationships. *Journal of Counseling Psychology, 67*(2), 141–155.**

This study examined the mutual support of students and the role of shared social justice principles utilizing the group actor-partner interdependence model (GAPIM). Participants included 178 doctoral students enrolled in counseling psychology programs. Results indicated that students' advocacy intentions were higher when other students and faculty collectively perceived greater social justice principles compared to individual attitudes and perceptions. Additionally, students with closer peer relationships reported greater advocacy intentions. Authors provide practical implications for building a sense of community around social justice and a shared goal of advocacy work.



**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: Counseling Psychology Literature, 2018-2020**

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