

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

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**PROFESSIONAL COUNSELING LITERATURE**

**PHASE 4: 2018-2020**



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

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

**THEME 1: ASSESSMENT AND INTAKE**

**Akdoğan, R., & Türküm, A. S. (2018). Insight scale for nonclinical university students: Validity and reliability analysis. *Measurement & Evaluation in Counseling & Development, 51(4), 250–262.***

The Insight Scale for Nonclinical University Students (ISNUS) was developed to assess the levels of insight for nonclinical university students. Exploratory and confirmatory factor analyses, and reliability analyses were conducted to determine the validity and reliability of the instrument. The Mindful Attention Awareness Scale (MAAS) and Self-Compassion Scale (SCS) were used to assess the concurrent validity of the ISNUS. Results indicated that the instrument was suitable in determining levels of insight for this population.

**Blau, G., & DiMino, J. (2019). Prepared for counseling: Introducing a short scale and correlates. *Measurement & Evaluation in Counseling & Development, 52(4), 274–283.***

This article addresses the development of a short scale instrument measuring the construct prepared for counseling (PfC). The researchers critiqued the use of longer instruments of this construct as they can lead to survey fatigue, nonresponse bias, and missing data which create barriers for college counseling centers that aim to enhance programs and services through conducting practice-based research. The developed survey was given to 112 undergraduate students that presented to a university counseling center. The survey included the following content sections: background variables, perceptions, feelings, PfC, and how counseling was discontinued. Confirmatory factor analyses results suggested that PfC could be adequately measured using a three-item scale. However, more follow-up research is needed to assess preliminary validation of this scale.

**Bloom, Z. D., & Dillman Taylor, D. (2020). The online dating intensity scale: Exploratory factor analysis in a sample of emerging adults. *Measurement & Evaluation in Counseling & Development, 53(1), 1–16.***

Online dating research literature is in its infancy and lacks an established, empirically supported instrument that can be used to compare results and create consistency between studies. Furthermore, to meet the needs of clients who engage in online dating, counselors could benefit from having an instrument to assess the intensity of clients' use of online dating services. This study modified a preexisting instrument, the Facebook Intensity Scale (FBI), to develop the Online Dating Intensity Scale (ODI). The ODI aims to measure the intensity of young adults' use of online dating services. For this study, the ODI was administered to a convenience sample of undergraduate and master's-level college students between 18 and 29. Results indicated adequate internal consistency reliability. Implications for counseling professionals are also discussed.

**Dillman Taylor, D., Bratton, S. C., & Henson, R. K. (2019). Confirming the constructs of Adlerian personality priority assessment. *Measurement & Evaluation in Counseling & Development, 52(3), 191–206.***

The Adlerian Personality Priority Assessment (APPA) aims to assess individuals' personality priorities to assist counselors with conceptualizing individuals' life styles. This study sought to further develop the APPA through confirmatory factor analysis (CFA). A split-sample cross-validation CFA was used to verify the four-factor structure. Factors included superiority, control, comfort, and pleasing. A purposive sample of undergraduate students were recruited for the student. Results suggested that the APPA measures a construct different from social desirability providing support for discriminant validity. Demographic analyses showed small effect sizes for the APPA subscale scores and demographic variables, with the exception of superiority and gender.

**Fietzer, A. W., Black, N., Ponterotto, J. G., Magaldi, D., Lipari, K., Pratt, A., & Dillon, G. L. (2020). The multicultural personality inventory – Short form: Development and validation. *Measurement & Evaluation in Counseling & Development, 53(3), 165–181.***

This study describes the development and validation of the Multicultural Personality Inventory-Short Form (MPI-SF) which measures personality constructs that are associated with the adjustment to new cultural environments. The aim of this study was to develop a short form version of the MPI to assist with minimizing respondent fatigue while remaining psychometrically strong. Participants included 336 undergraduates from two culturally diverse academic institutions. Statistically analyses demonstrated satisfactory internal consistency and MPI-SF factors were highly correlated with the corresponding factors of the original form. Test-retest stability coefficients were also acceptable over a one and two month period.

**Fu, M., & Zhang, L.-F. (2019). Developing and validating the career personality styles inventory. *Measurement & Evaluation in Counseling & Development, 52(1), 38–51.***

This study describes the development and validation of the Career Personality Styles Inventory (CPSI) which assesses Holland's career personality styles. The instrument's reliability, construct validity and criterion validity are discussed. The researchers also aimed to test the concurrent and predictive validity of the instrument pertaining to college students' academic majors and intended persistence. The results from three studies indicated satisfactory internal consistency, factor structure, and criterion validities for the CPSI. The instrument also demonstrated statistical predictive power regarding students' intended persistence toward their academic majors.

**Martin, J. L., Zamboanga, B. L., Haase, R. F., & Buckner, L. C. (2020). Measurement invariance of the protective behavioral strategies scale across racial groups. *Measurement & Evaluation in Counseling & Development, 53(1), 17–33.***

College students are at an increased risk for problematic alcohol use; however, research has shown the protective behavioral strategies (PBS) can minimize this risk. The Protective Behavioral Strategies Scale (PBSS) is a widely used measure for assessing PBS. There is mixed results regarding whether a two-, three-, or four-factor model best fit the constructs as applied to college students. Additionally, measurement invariance across racial identities have yet to be established, which limits researchers' abilities to draw valid comparisons across racial groups. The aim of this study was to assess racial group invariance for the PBSS across White and Black

college students. Results partially supported equivalence across these two racial groups and caution should be used when comparing PBSS scores between White and Black students.

**McRae, L., Gonzalez, J. E., Dominguez, V., Daire, A. P., & Liu, X. (2018). Factor analysis and construction of the acceptance of couple violence scale. *Measurement & Evaluation in Counseling & Development, 51(3), 207–218.***

Research literature pertaining to intimate partner violence (IPV) in same-sex relationships of college-age adults young adults is lacking. This study sought to develop a modified version of the Acceptance of Couple Violence (ACV) scale for use with LGBTQ college students to measure IPV. Results from exploratory and confirmatory factor analysis indicated that one-factor explained 73.62% of the variance in the ACV, thus one total score could be used to interpret participants responses.

**Youn, S. J., Castonguay, L. G., McAleavey, A. A., Nordberg, S. S., Hayes, J. A., & Locke, B. D. (2020). Sensitivity to change of the counseling center assessment of psychological symptoms-34. *Measurement & Evaluation in Counseling & Development, 53(2), 75–88.***

Measures that assess treatment progress and outcomes in counseling are beneficial for establishing evidenced-based practice. This study aimed to assess the sensitivity to change of subscales for a multidimensional outcome measure, the Counseling Center Assessment of Psychological Symptoms-34 (CCAPS-34) which is used to assess college students' mental health distress. Results indicated that the CCAPS-34 was able to capture treatment changes in depression, generalized anxiety, social anxiety, academic distress, and hostility subscales. Significant changes in eating concerns and alcohol use were not detected suggesting that the CCAPS-34 may not have been able to adequately capture improvement in these areas.

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**THEME 2: SPECIALIZED U.S. CAMPUS POPULATIONS**

**Cavazos Vela, J., Karaman, M. A., Garcia, C., & Aguilar, A. (2020) Evaluation of Spanish versions of meaning in life and hope measures with Latinx students. *Measurement and Evaluation in Counseling and Development, 53(2), 104-116.***

Meaning in life and hope are associated with positive adjustment, life satisfaction, happiness, and grit. Current measures of meaning in life and hope cannot be assumed to yield valid scores across diverse cultural and language groups. This study aimed to test the psychometrics properties of two preexisting measures that evaluate students' perceptions of meaning in life (MLQ) and perceptions of hope (DHS) in Spanish with Latina/o populations. Results from a confirmatory factor analysis supported the reliability and validity of scores on these measures with Latina/o college students.

**Hayes, L., Pössel, P., & Roane, S. J. (2019). Perceived everyday discrimination and depressive symptoms: Does cognitive style mediate? *Journal of Counseling & Development, 97(4), 427-436.***

Stress resulting from perceived everyday discrimination increases the likelihood of depressive symptoms. The hopelessness theory of depression purports that negative cognitive styles mediate the relationship between stressors and depressive symptoms. This study aimed to examine the separate mediating effects of three negative cognitive styles for community college students. Results indicated that perceived everyday discrimination was positively associated with four negative cognitive styles and two negative cognitive styles were associated with depressive symptoms, which mediated the effect between perceived everyday discrimination and depressive symptoms. Clinical implications for counselors working with marginalized populations experiencing depressive symptoms were also identified.

**Jang, H., Woo, H., & Lee, I. (2020). Effects of self-compassion and social support on lesbian, gay, and bisexual college students' positive identity and career decision-making. *Journal of Counseling & Development, 98(4), 402-411.***

LGB college students experience greater social isolation and stigmatization which contributes to career indecision and confusion. College students' self-confidence in their abilities to make career decisions and complete tasks involved in this process is needed to choose and manage one's career. This study addressed a gap in literature on the career decision-making of LGB college students by examining the association between LGB students' sexual identity and career-making self-efficacy. Self-compassion and social support effects were also explored. Findings indicated that self-compassion and social support play mediating roles between positive identity and career decision-making self-efficacy. However, the sequence pattern of the mediators were found to be different for bisexual groups compared to lesbian/gay groups.

**Kalkbrenner, M. T., Brown, E. M., Carlisle, K. L., & Carlisle, R. M. (2019). Utility of the**

**REDFLAGS model for supporting community college students' mental health: Implications for counselors. *Journal of Counseling & Development*, 97(4), 417–426.**

Community college students possess unique demographic characteristics, compared to college students in general, that have been associated with mental distress. To meet the growing demand for mental health services among college students, college counselors have focused their attention on preparing counseling referral agents (e.g., student peers, resident advisors, faculty) to identify students in need of mental health services. Mental health literacy has been investigated as a supportive factor in students' mental health help-seeking. This study examined the use of the REDFLAGS model of college student mental health literacy as applied to community college students to inform future training of counseling referral agents in community college settings. Findings supported the use of the model with community college students.

**Kalkbrenner, M. T., Sink, C. A., & Smith, J. L. (2020). Mental health literacy and peer-to-peer counseling referrals among community college students. *Journal of Counseling & Development*, 98(2), 172–182.**

Mental health literacy is associated with the promotion of peer-to-peer referrals to mental health support services. However, this relationship has not been examined in the research literature as applied to community college students. Researchers in this study examined the construct validity and use of three dimensions of mental health literacy as predictors of peer-to-peer referrals to a community college counseling center. Results indicated that mental health literacy was a significant positive predictor of peer-to-peer referrals to the community college counseling center.



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

**Lockard, A. J., Hayes, J. A., Locke, B. D., Bieschke, K. J., & Castonguay, L. G. (2019).** Helping those who help themselves: Does counseling enhance retention? *Journal of Counseling & Development, 97*(2), 128–139.

College counseling centers have received increased pressure from administrators in higher education to demonstrate the efficacy of their services. This study investigated the retention and changes in academic distress at a college counseling center as well as the potential moderating role of depression. Participants included 404 college students receiving services at the center. Results indicated that students who did not decrease in academic distress over time had lower retention rates compared to clients whose distress improved and the general student body.

**Moate, R. M., Gnilka, P. B., West, E. M., & Rice, K. G. (2019).** Doctoral student perfectionism and emotional well-being. *Measurement & Evaluation in Counseling & Development, 52*(3), 145–155.

This study explored the associations for different types of perfectionism and perceived stress, life satisfaction, positive emotions, and negative emotions for a national sample of doctoral students. Participants were classified as either perfectionists or non-perfectionists. Results from a latent profile analysis supported three types of perfectionism (i.e., adaptive, maladaptive, and non-perfectionism) with adaptive perfectionists experiencing the lowest levels of perceived stress and negative and highest levels of positive emotions and life satisfaction. Researchers recommend that counselors utilize assessments of perfectionism to assess whether doctoral students are being hindered or benefited by their perfectionistic traits to tailor treatment interventions.

**Newhart, S., Mullen, P. R., & Gutierrez, D. (2019).** Expanding perspectives: Systemic approaches to college students experiencing depression. *Journal of Counseling & Development, 97*(3), 260–269.

College counseling centers primarily provide individual therapy to their clients, which does not directly address the influences of students' social systems on their mental health. Previous studies have identified family and peer systems as significant influencers on college students' mental health. Authors of this article highlight relevant research regarding the influence of these systems on students' mental health, particularly students experiencing depression, and introduce systems theory. Authors provide two case illustrations that integrate systemic approaches in the treatment of students experiencing depression. Implications for future college counselors suggest that utilizing a systemic approach can allow counselors to work more directly with students' system to increase social support and resolve systems-based conflicts that impact depression.

**Waldrop, D., Reschly, A. L., Fraysier, K., & Appleton, J. J. (2019).** Measuring the

**engagement of college students: Administration format, structure, and validity of the student engagement instrument–college. *Measurement & Evaluation in Counseling & Development, 52(2), 90–107.***

Measures of student engagement, that can be used across levels of schooling, are beneficial when designing interventions aimed at addressing student disengagement. One such measure, the Student Engagement Instrument (SEI) measures student engagement based on academic, behavioral, cognitive, and affective engagement. Researchers in this study evaluated the factor structure, validity, and administration methods for the Student Engagement Instrument- College version (SEI-C). Results provided evidence to suggest the appropriate use of the instrument for use with college students and for collecting data in both online and paper-and-pencil administration.

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**THEME 4: POPULATIONS ON INTERNATIONAL CAMPUSES**

**Balkis, M., & Duru, E. (2018). Procrastination, self-downing, self-doubt, and rational beliefs: A moderated mediation model. *Journal of Counseling & Development, 96*(2), 187–196.**

Procrastination is the human tendency to delay required tasks which impacts students' mental health. Researchers have theorized relationships between procrastinating behaviors and self-downing as well as between self-doubt and procrastination. This study examined whether the relationship between self-downing and procrastination is mediated by self-doubt and whether the mediating effect of self-doubt is moderated by rational beliefs. The study included a sample of 316 Turkish undergraduate university students. Findings suggest variability in the indirect effect of self-downing on procrastination via the mediation of self-doubt dependent on the level of rational beliefs.

**Cho, Y., Choi, Y., Kim, S., & Hong, S. (2018). Factor structure and other psychometric properties of the social phobia inventory in Korean samples. *Measurement & Evaluation in Counseling & Development, 51*(4), 263–280.**

The Social Phobia Inventory (SPIN) is a widely used measure that assesses fear, avoidance, and physiological arousal associated with social anxiety. This study compared 10 factor models from the literature to suggest the strongest model using Korean undergraduate samples. Two independent samples of Korean undergraduates, one clinical and one nonclinical, were used in the analysis of the different models. Results from confirmatory factor analyses most supported the 10-item revised three-factor model out of all factor models reviewed. Test-retest reliability, internal consistency, and convergent and discriminant validity were found to be good or acceptable.

**Lee, J. Y., & Shin, Y. J. (2019). Experience in close relationships scale–short version (ECR–S) validation with Korean college students. *Measurement and Evaluation in Counseling and Development, 52*(2), 119-127.**

The Experience in Close Relationships (ECR) scale was developed to measure continuous attachment dimensions and has strong psychometric properties. This study sought to validate the ECR short form version in Korean college students. Following confirmatory factor analysis, one item from the attachment avoidance subscale was deleted. Results suggest that the ECR-S demonstrates acceptable internal consistency and construct validity for this population.

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**THEME 5: SELF-EFFICACY AND ATTACHMENT CONSTRUCTS**

**Digal, J. J., & Gagnon, M. M. (2020). Parental influences on university students' mental help-seeking intentions. *Journal of Counseling & Development, 98(2), 136–146.***

Parents play an important role as gatekeepers in facilitating the help-seeking and referral of youth to mental health services. Little empirical evidence has examined this parental role for when children enter college. This study examined whether student-parent relationships and contextual variables influenced help-seeking patterns and the associations between student and parent mental health literacy, perceived stigma, and attitudes toward seeking psychological help on help-seeking intentions. Results indicated that informal help-seeking was associated with increased attachment to parent and lower levels of student distress. Parent variables were also found to have no influence on students' help-seeking intentions.

**Parikh, F. S., Martinez, R., Baker, S. B., & Olsen, J. (2020). Self-efficacy for enhancing students' career and college readiness: A survey of professional school counselors. *Journal of Counseling & Development, 98(2), 183–192.***

School counselors play an important role in the career and college preparation of students. However, school counselors have identified a gap in training and skills necessary to assist students in the process of college preparation. This lack of preparation experienced by school schools may impact their self-efficacy regarding specific tasks that can support students' career and college preparation. This study surveyed a national sample of school counselors to examine their self-efficacy for enhancing student career and college readiness. Results indicated that respondents had a medium amount of career and college advising training and encountered challenges in delivering career and college readiness services, which were causes of concern for the respondents. Factors such as gender, race, school size, and school level influenced school counselors' self-efficacy.

**Sherrell, R. S., & Lambie, G. W. (2016). A qualitative investigation of college students' Facebook usage and romantic relationships: Implications for college counselors. *Journal of College Counseling, 19(2), 138-153.***

The authors report the results of a qualitative investigation of college students' lived experiences with Facebook. Participants were drawn from a convenience sample of undergraduate students who were enrolled at a large research university in the southeastern United States. An analysis of the data revealed subthemes and codes that fell within six overarching themes: support, communication, intimacy, relationship status, steps in dating, and the public nature of Facebook.

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**THEME 6: COLLEGE STUDENT SUCCESS**

**Lapan, R. T., & Poynton, T. A. (2020). Surviving toward college graduation. *Journal of Counseling & Development, 98*(4), 412–422.**

This longitudinal study examined the person, behavior, and environmental (PBE) factors that influenced graduating high school seniors' decisions at three critical college-going transitions spanning from the decision to attend college and returning to the same college a year later as a retained student. Results showed that different PBE factors had prominent roles at different transition points and positive supportive roles at others. Additionally, establishing personal goals to attain post-secondary education, demonstrating a record of academic achievement, and being actively engaged in the college application process provided consistent support across the three transitional periods.

**Witmer, S. E., & Roschmann, S. (2020). Exploring measurement comparability of accommodated math tests for students with emotional impairments. *Measurement and Evaluation in Counseling and Development, 53*(4), 249-263.**

Test accommodations are intended to remove construct-irrelevant variance for students with disabilities. Construct-irrelevant variance is assumed to exist due between the way in which a test was designed to be administered and the unique characteristics of a student. This study sought to explore measurement comparability of a math test administered to students with emotional impairments and students without disabilities. Participants included fourth and fifth grade students. Results suggested the presence of limited differential item functioning regardless of accommodations, meaning that neither group experienced any clear pattern of advantage for the test.

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**THEME 7: ATTITUDES TOWARD HELP-SEEKING**

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

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

**Hatchett, G. T., & Park, H. L. (2019). Reexamination of the five-factor model and college students' treatment-seeking attitudes. *Journal of Counseling & Development, 97*(2), 140–147.**

Counseling centers have developed initiatives aimed at addressing college students' reluctance to seek out counseling services. Students' personality styles may impact their attitudes toward seeking help. The five-factor model was utilized to assess undergraduate students' personality traits and influence on their attitudes toward seeking mental health treatment. This replication study aimed to identify demographic and personality factors that predict attitudes toward counseling. Results indicated that being female, having prior involvement in counseling, and having personality factors of openness, agreeableness, and conscientiousness increased students' attitudes toward seeking counseling.

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**THEME 7: RESILIENCE CONSTRUCT**

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

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

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**THEME 8: RELIGIOUS COPING**

**Giordano, A. L., Bevly, C. M., Tucker, S., & Prosek, E. A. (2018). Psychological safety and appreciation of differences in counselor training programs: Examining religion, spirituality, and political beliefs. *Journal of Counseling & Development, 96*(3), 278–288.**

Diversity among students is valued in counselor education programs. Learning environments should be assessed for inclusivity which allows diverse students to safely engage in the learning process. The religious and spiritual identities of counseling students may not align with the political ideologies of their counseling programs leading to perceived estrangement. This study investigated whether counselor trainees' religious, spiritual, and political beliefs explained the variance of perceived psychological safety and the variance of perceived appreciation of differences in their programs when controlling for demographic variables. Variables such as age, political conservatism, extrinsic religiosity, and intrinsic spirituality were found to be significant predictors of perceived psychological safety and appreciation of differences.



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**THEME 9: PROFESSIONAL ISSUES AND TRENDS**

**Sheperis, D. S., Korani, K., Milan, N. M., & Sheperis, C. J. (2019). Marketing of professional counselors: A Q-sort study of best practices. *Journal of Counseling & Development, 97*(1), 25–32.**

Public access to mental health care has been a focus of national attention. Attempts have been made to address barriers such as lack of understanding of mental health services through increased education and marketing. Although efforts have been made to educate the public on the types of credentials used for counselors, confusion remains. The study aimed to understand public preferences regarding counseling credentials to reduce access barriers to mental health services and to inform counselor marketing practices. Participants in the Q-sort design included 161 graduate and undergraduate college students. Results suggested that participants preferred board certified counseling professionals with more than one area of specialization.



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