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The Relationship Between Implementation of the American School Counselor Association National Model and Professional Secondary School Counselor Burnout

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National Model and Professional Secondary School Counselor Burnout

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Dedication

This dissertation is dedicated to my parents, Peggy Culotta Giorgio and Leon Louis Giorgio, Jr. I

am forever grateful for the educational opportunities you both provided to me over the years.

Mom, thank you for your constant support and belief in my abilities to do anything I set my mind

to accomplish. Dad, thank you for your guidance in the work world and for teaching me the

value of sweat equity.

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Abstract

The purpose of this study was to examine the relationships between demographic and occupational variables, the implementation of the American School Counselor Association (ASCA) National Model, and burnout in professional secondary school counselors. Participants in this study were professional secondary school counselors who were members of ASCA (n=494). All participants completed the *Secondary School Counselor Demographic, Implementation of the ASCA National Model, and Burnout Survey* that was designed to assess counselors' perceptions and practices related to the level of implementation of the ASCA National Model and the degree of burnout. The instrument combined a researcher-developed questionnaire with the School Counseling Program Implementation Survey (SCPIS) and the Maslach Burnout Inventory-Human Services Survey (MBI-HSS). Descriptive statistics, Spearman's rho correlations, and hierarchical multiple regression models were utilized for data analysis. The results of this study indicated that professional secondary school counselors had high levels of emotional exhaustion and depersonalization, yet also had high levels of personal accomplishment. In addition, results indicated that professional secondary school counselors believed they are making progress in implementing the ASCA National Model; however, the model is not fully implemented. An inverse, significant relationship was discovered between the level of implementation of the ASCA National Model and the degree of burnout.

Keywords: burnout, ASCA National Model, comprehensive school counseling programs, professional secondary school counselor

CHAPTER ONE

INTRODUCTION

An overview of this study is presented in ten sections in this chapter. The first section provides an introduction to the purpose of school counseling and describes how burnout affects school counselors' roles. An overview of professional secondary school counselors and the construct of burnout are presented in the next sections. The purpose of the study and the significance of the study are discussed in the fourth and fifth sections, respectively. The sixth section offers an overview of the method, and the research questions are introduced in section seven. The final three sections present the limitations and delimitations of the study, assumptions of the study, and definition of terms.

Problem Statement

Growing numbers of students in schools face mental health challenges and could benefit from counseling services. Twenty percent of adolescents are estimated to have a diagnosable mental health disorder in the United States (Schwarz, 2009). An estimated 25% to 33% of adolescents forgo needed care based on lack of access, insurance coverage, referral services, stable living conditions, and confidentiality (National Alliance on Mental Illness, 2010). Common mental health issues for adolescents include depression, anxiety, mood disorders, impulse control disorders, and suicidal ideation (National Alliance on Mental Illness, 2010). Untreated mental health disorders in adolescents may reduce life quality due to poor school performance, strained relationships, engagement in risky behaviors, and involvement with the juvenile justice system (National Alliance on Mental Illness, 2010).

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Because adolescents spend most of their time within the school system, professional secondary school counselors promote mental health and academic achievement of all students (American School Counselor Association, 2013f). School counseling, since its infancy, has been tasked to help students, yet the role of school counselors has changed rapidly in response to educational and societal trends (American School Counselor Association, 2012). "School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement" (American School Counselor Association, 2013e, para. 2). School counselors work to help all students achieve success inside and outside the classroom.

Through a comprehensive school counseling program, school counselors design and deliver programs to promote success of all students (American School Counselor Association, 2012). Comprehensive school counseling programs are being implemented across all school levels; however, at the secondary level there remains a traditional focus on individual counseling and preparing for post-secondary opportunities (Dahir, Burnham, & Stone, 2009). The American School Counselor Association (ASCA) created a National Model to provide a framework for school counselors to create comprehensive school counseling programs, as well as ethical standards for the school counseling profession (American School Counselor Association, 2012; American School Counselor Association, 2010).

Since the beginning of the school counseling profession, many discrepancies have evolved regarding the role of school counselors. In the beginning of the profession, teachers provided vocational lessons which evolved into the creation of the role of the school counselor

(Tang & Erford, 2004). In the mid-1900s, school counselors carved a path for mental health and other services within the school system; yet, clear role definitions were never well established (Tang & Erford, 2004). Finally, in the beginning of the 21st century, the ASCA National Model evolved as a best practice model for a comprehensive school counseling program (American School Counselor Association, 2012). Still, today's school counselors are asked daily to multi-task and to be flexible in their job functions, and are often misrepresented or misunderstood by colleagues, counselor educators, staff, administrators, and communities (American School Counselor Association, 2012). Results of several studies have noted a decrease in professional secondary school counselor job satisfaction due to the overwhelming increase in job responsibilities and expectations (Baggerly & Osborn, 2006; Cervoni & DeLucia-Waack, 2011; Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005; Rayle, 2006). Therefore, it is important to consider the evolution of secondary school counseling and the ASCA National Model, as job dissatisfaction is related to burnout.

Burnout is a phenomenon that occurs when one cannot handle the pressures of the workplace, especially in the professional field of human service providers (Maslach, Jackson, & Leiter, 2010). Human service providers are professionals who work with people, and include teachers, post-secondary educators, social service workers, medical workers, mental health workers, attorneys, police officers and ministers. Professionals in these fields continually experience clients' psychological, social, and physical problems, which can lead to chronic stress and burnout (Maslach et al., 2010). Professionals working in the field of mental health may be at a higher risk for burnout because of their interactions with emotionally demanding clients who require counselors' active attention and empathic skills (Florio, 2010).

The counseling relationship is a source of stress, which if left undetected can progress to counselor burnout or impairment which could lead to client endangerment (Remley & Herlihy, 2010). Several researchers have found that school counselors have higher levels of burnout compared to other mental health care professionals (Baggerly & Osborn, 2006; Pyne, 2011; Wilkerson, 2009; Wilkerson & Bellini, 2006). Professional secondary school counselors are at a heightened risk of burnout due to continual changes in schools, the allocation of inappropriate job duties, and the lack of role clarification (Baggerly & Osborn, 2006). Burnout endangers the counselor-client relationship and could potentially harm clients as a result of counselors' mismanagement of professional competencies and ethical requirements (Remley & Herlihy, 2010).

Much of the research related to burnout in school counselors has been conducted with K-12, elementary, and middle school counselors, rather than specifically targeting professional secondary school counselors. In addition, there is limited research available regarding the effectiveness of the implementation of the ASCA National Model within school counseling programs. This study was designed to examine the extent of burnout in relation to the implementation of the ASCA National Model by professional secondary school counselors. Rayle (2006) confirmed that elementary school counselors experienced the greatest level of job satisfaction and lowest level of job-related stress, while secondary school counselors experienced the lowest level of job satisfaction and the highest level of job-related stress. The purpose of this study was to examine the correlation between the extent of burnout and the level of implementation of the ASCA National Model among professional secondary school counselors.

Professional Secondary School Counselors

Professional secondary school counselors often find themselves with no clearly defined role in school environments because the school administration lacks education regarding the duties of a school counselor (Cervoni & DeLucia-Waack, 2011). Traditionally, the professional secondary school counselor's role has included making academic recommendations, record keeping, report writing, vocational planning, test administration and scoring, scheduling, and other assigned administrative duties (Tang & Erford, 2004). The professional secondary school counselor's role has continually changed along with the evolution of school counseling, creating challenges for professional identity and role clarity (American School Counselor Association, 2012). Now, professional secondary school counselors must serve as counselor, coordinator, facilitator, leader, and consultant to provide services to their schools through the implementation of a comprehensive counseling model (Tang & Erford, 2004).

Professional secondary school counselors are prominent members of the educational team who help advance organizational change through leadership, advocacy, and collaboration (American School Counselor Association, 2013f). The role of professional secondary school counselors is defined by ASCA as:

Secondary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Secondary school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school's mission to

support the academic achievement of all students as they prepare for the ever-changing

world of the 21st century (American School Counselor Association, 2013f, para. 2).

The professional secondary school counselor is further defined by ASCA as someone who "holds

a master's degree making them uniquely qualified to address all students' academic,

personal/social and career development needs by designing, implementing, evaluating and

enhancing a comprehensive school counseling program that promotes and enhances student

success" (American School Counselor Association, 2013f, para. 3). The importance of required

state certification in school counseling and maintaining certification through on-going

professional development to stay current with educational reform and challenges facing today's

students is stressed by ASCA (American School Counselor Association, 2013e). These

definitions illuminate the varied roles of the professional secondary school counselor.

As professional secondary school counselors redefine their roles, based on the ASCA

National Model and the *ASCA Ethical Standards for School Counselors*, a strong emphasis is on

equity and access to counseling services for all students. Professional secondary school

counselors create accessible programs and meet the needs of each assigned student. Advocacy,

leadership, and systematic change are now integrated roles for the professional secondary school

counselor (American School Counselor Association, 2012). Professional secondary school

counselors are leaders who collaborate with students, parents, teachers, administration, and the

community. With this particular focus, professional secondary school counselors are considered

advocates for diversity and change within the school system (American School Counselor

Association, 2012). Professional secondary school counselors are tasked to create socially just

programs that include action plans to help close the achievement, opportunity, and attainment

gaps that exist (American School Counselor Association, 2012). Therefore, professional secondary school counselors are necessary leaders tasked to promote culturally competent schools through various programs and services.

Construct of Burnout

The conceptual framework for this study was the construct of burnout. Counselors are at risk for burnout since they work closely with clients on emotional issues. "The terms *distressed, burned out*, and *impaired* have been used somewhat interchangeably in the counseling literature" (Remley & Herlihy, 2010, p. 175). These terms refer to the emotional dynamics within the counseling relationship when counselors experience stress or strain from working in the role of helper. It can be difficult to discern differences among the three terms identified above, without operational definitions (Florio, 2010). In *distress*, counselors are often aware of their tension (Remley & Herlihy, 2010). *Distress* can be a normative event in the counseling profession, as at some point, most counselors experience high levels of stress (Remley & Herlihy, 2010). The key factor for *distress* is that it is a temporary condition in which the counselor has self-awareness and can improve to a healthy state (Remley & Herlihy, 2010).

Freudenberger (1974) defined *burnout* as "to fail, wear out or become exhausted by making excessive demands on energy, strength or resources" (p. 159). *Burnout* develops over time and is based on interpersonal and institutional variables (Galek, Flannelly, Greene, & Kudler, 2011). According to Remley and Herlihy (2010), *burnout* is a process, not a state or condition. Maslach (2003) defined *burnout* as "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people-work' of some kind" (p. 2). Furthermore, *burnout* occurs when there is a significant

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mismatch between the nature of the job and people in six different areas: work overload, lack of control, insufficient rewards, breakdown of workplace community, lack of fairness, and value differences (Maslach, 2003).

In the field of counseling, the social exchange between counselors and clients creates the stress for counselors in *burnout* (Maslach, 2003). Environmental factors, preexisting conditions, vicarious traumatization, and specific types of client concerns may also be factors in counselor *burnout* (Remley & Herlihy, 2010). *Burnout* becomes prevalent once counselors experience a high amount of *distress* in the workplace (Remley & Herlihy, 2010) and occurs when counselors sense a lack of control at work (Lambie, 2007). The quality of care is reduced by *burnout;* if counselors fail to provide clients with the appropriate amount of empathy needed to move the counseling relationship forward, counselors may be at risk on the burnout continuum (Florio, 2010).

Finally, *impairment* occurs when counselors are incapable of executing their job duties, creating risk for the client (Remley & Herlihy, 2010). *Impairment* generates a numbness or emotional exhaustion, which can lead counselors to resent, avoid, or detach from their clients in session (Florio, 2010). Counselors with *impairment* lack awareness of their clients' issues and their own impairment concerns (Sheffield, 1998). Therefore, impaired counselors may be incompetent because their therapeutic skills have deteriorated and they have manifested poor attitudes towards themselves, work, and their clients (Remley & Herlihy, 2010). *Impairment* may lead to ethical lapses and impaired decision making which affect the counselor-client relationship (Florio, 2010).

Purpose of the Study

The purpose of this study was to explore the relationship between professional secondary school counselors' burnout and the implementation of the ASCA National Model, as well as to consider demographic and occupational variables that were related to burnout and implementation. This study focused on professional secondary school counselors, specifically, because past research had identified this population as being at risk for the highest levels of job dissatisfaction and job-related stress (Rayle, 2006). In particular, professional secondary school counselors perceived more stress, role confusion, and burnout compared to their professional middle and elementary school counselor colleagues (Baggerly & Osborn, 2006; Cervoni & DeLucia-Waack, 2011; Culbreth et al., 2005). Compared to elementary and middle school counselors, professional secondary school counselors spent less time with students and more time on administrative work, including paperwork, leading to higher levels of dissatisfaction in the workplace (Rayle, 2006).

Cervoni and DeLucia-Waack (2011) found that although the ASCA National Model was disseminated across the nation through master's programs, continuing education opportunities, and the ASCA organization, school counselors still had high levels of role ambiguity which created concerns for job satisfaction. Similarly, Pyne (2011) investigated comprehensive school counseling programs, job satisfaction, and the ASCA National Model. Pyne (2011) concluded that administrative support and communication between staff were highly correlated with job satisfaction, with moderate to high correlations for job satisfaction with serving all students, defined program philosophy, and time for planning and evaluating (Pyne, 2011). Rayle (2006) found that school counselors who worked in schools with implemented comprehensive

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competency based guidance programs had greater perceptions of mattering to others and higher

levels of job satisfaction than those who did not use a comprehensive competency based

guidance program. This study was built based on previous work by Cervoni and DeLucia-Waack

(2011), Pyne (2011), and Rayle (2006); however, instead of job satisfaction, this study focused

on burnout.

Moyer (2011) found three predictor variables of burnout in school counseling: time spent

on non-guidance activities, amount of supervision, and student-to-counselor ratio. Moyer's

investigation included the variable of burnout, but Moyer did not consider the implementation of

the ASCA National Model. This study was designed to further clarify the characteristics and

factors that contribute specifically to secondary school counselor burnout, instead of job

satisfaction, and to determine the relevance of burnout to the implementation of the ASCA

National Model. I examined the relationship between professional secondary school counselors'

degree of burnout and the implementation of the ASCA National Model within their school

counseling programs.

Significance of the Study

Burnout may have potential negative effects on professional secondary school counselors

who are repeatedly affected by inappropriate job duties, role ambiguity, and role conflict (Moyer,

2011). Pyne (2011) suggested that the implementation of the ASCA National Model may aid in

the prevention of job dissatisfaction because clear program guidelines provide structure to school

counselors and their administrators. There is a need for further research and education on the

potential benefits or hazards of the implementation of the ASCA National Model. This study is

important to professional secondary school counselors, school administrators, and counselor

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educators; if implementation of a model school counseling program can prevent or effectively manage burnout symptoms, the school can retain productive and dedicated professional secondary school counselors without having to train new employees and without risk of harm to students.

Overview of Method

The survey method was used to determine whether burnout in ASCA professional secondary school counselors was associated with one or all of the independent variables of implementation of the ASCA National Model, demographic variables, and occupational variables. A tailored design method was used in the survey to help establish trust and increase the perceived benefits of completing the survey (Dillman, Smith, & Christian, 2009). The population of interest for this study was professional secondary school counselors who were members of ASCA. I sent the survey to all identified secondary school counselor members of ASCA who had an email address listed in the on-line membership database. The emails sent included an informed consent statement and ensured participants of confidentiality. Participants had one month to complete the survey and a reminder electronic communication was sent at the two week mark. On the last day of the survey a final email was sent, announcing the closing of the survey and thanking all participants. Qualtrics^{TM} was utilized to create and send the survey to 5,003 participants; 277 emails either failed or bounced back, and upon the end of the survey, 494 surveys were completed and used for data analysis.

The instruments I used for this study included a researcher-created demographic and occupational survey, the School Counseling Program Instrumentation Survey (SCPIS), and Maslach Burnout Inventory-Human Services Survey (MBI-HSS). The demographic and

occupational survey contained variables that have been significantly related to burnout levels in previous research studies, including age, gender, ethnicity, highest educational level, certification/licensure, years as professional school counselor, caseload, work setting, continued education, administrative support, current supervision status, role ambiguity, and role conflict. The SCPIS measured the level of implementation of the ASCA National Model as *not present, development in progress, partly implemented,* and *fully implemented* (Clemens, Carey, & Harrington, 2010). The MBI-HSS measured levels of burnout on three sub-scales: emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 2010). Both the MBI-HSS and the SCPIS were valid and reliable instruments. Upon the deadline of the survey, data were logged into an Excel spreadsheet and the Statistical Package for Social Sciences (SPSS Version 22) was used to run analyses including descriptive statistics and inferential statistics.

Research Questions

The research questions for this study were:

1. What was the degree of burnout, as measured by the Maslach Burnout Inventory (MBI-HSS), among a national sample of professional secondary school counselors?

2. What was the level of implementation of the ASCA National Model, as measured by the School Counseling Program Implementation Survey (SCPIS), among a national sample of professional secondary school counselors?

3. Was there a relationship between the levels of implementation of the ASCA National Model and the degree of burnout among professional secondary school counselors, as measured by the individual item-level responses of the MBI-HSS and the SCPIS?

4. What amount of variance did the three independent variable sets (demographics, occupation, and ASCA National Model) contribute both individually and together to the outcome dimension of burnout as measured by the MBI-HSS?

5. What were the most influential predictors of burnout for professional secondary school counselors among the three variable sets?

6. Was there a significant relationship between the demographic and occupational variables of professional secondary school counselors and burnout?

7. Was there a significant relationship between the demographic and occupational variables of professional secondary school counselors and the implementation of the ASCA National Model?

Limitations and Delimitations of the Study

The study sought to examine the relationship between professional secondary school counselors' implementation of the ASCA National Model and burnout. Certain limitations and delimitations applied to this investigation. Self-reported data was dependent on participants' honesty in responding. Participants' responses may have been biased based on personal beliefs or opinions. Furthermore, the ASCA National Model and burnout are defined constructs (American School Counselor Association, 2012; Maslach, 2003), yet it was possible that participants in the study may have had differing definitions of implementation of the ASCA National Model and burnout. Finally, the participants who completed the survey may have been more interested in the topic than those who did not complete the survey; therefore, the sample may not be representative of the larger population.

The participants in this study were delimited to members of ASCA who identified as professional secondary school counselors. The sample was limited to participants with access to the internet and a working e-mail address on the ASCA on-line database. The results of this study are generalizable only to professional secondary school counselors who are members of ASCA and not to professional secondary school counselors who are not ASCA members.

Assumptions of the Study

I assumed that my instruments were valid and accurately measured professional secondary school counselors' perceptions of burnout and the ASCA National Model. Second, I assumed that the ASCA National Model is the most current framework for school counselors based on support from professional organizations that represent school counseling. Thirdly, I assumed that participants who completed the study had basic training and knowledge of the ASCA National Model. Finally, I assumed that all participants were honest and objective in their responses to the survey items.

Definition of Terms

American School Counselor Association (ASCA): The professional organization supporting school counselors' ability to help all students focus on academic, personal/social, and career development (American School Counselor Association, 2012).

American School Counselor Association National Model: A framework for developing and implementing a comprehensive school counseling program to clarify the role and direction of school counseling professionals. The model focuses on academic, personal / social, and career development of all students through the delivery of guidance curriculum, individual student

planning, responsive services, and system support (American School Counselor Association, 2012).

Appropriate Activities for School Counselors: "individual student academic program planning; interpreting cognitive, aptitude and achievement tests; providing counseling to students who are tardy or absent; providing counseling to students who have disciplinary problems; providing counseling to students as to appropriate school dress; collaborating with teachers to present school counseling core curriculum lessons; analyzing grade-point averages in relationship to achievement; interpreting student records; providing teachers with suggestions for effective classroom management; ensuring student records are maintained as per state and federal regulations; helping the school principal identify and resolve student issues, needs and problems; providing individual and small-group counseling services to students; advocating for students at individual education plan meetings, student study teams and school attendance review boards; analyzing disaggregated data" (American School Counselor Association, 2013a, para. 1).

Burnout: a syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment happening in mental health professionals who directly interact with clients (Maslach et al., 2010).

Comprehensive School Counseling Program: "consists of counseling, consulting, coordinating, and appraisal services offered in response to the identified needs, goals, and objectives of the school and community" (Schmidt, 2003, p. 67)

Counseling: The utilization of mental health, psychological or human development principles, through cognitive, affective, behavioral or systematic intervention strategies, that address

wellness, personal growth, or career development, as well as pathology (American Counseling Association, 2013).

Distress: A temporary condition, in which the counselor is experiencing work-related tension, has self-awareness and can improve to a healthy state (Remley & Herlihy, 2010).

Impairment: When counselors are incapable of executing their job duties creating jeopardy for the counseling relationship (Remley & Herlihy, 2010).

Inappropriate Activities for School Counselors: "coordinating paperwork and data entry of all new students; coordinating cognitive, aptitude and achievement testing programs; signing excuses for students who are tardy or absent; performing disciplinary actions or assigning discipline consequences; sending students home who are not appropriately dressed; teaching classes when teachers are absent; computing grade-point averages; maintaining student records; supervising classrooms or common areas; keeping clerical records; assisting with duties in the principal's office; providing therapy or long-term counseling in schools to address psychological disorders; coordinating school wide individual education plans, student study teams and school attendance review boards; serving as a data entry clerk" (American School Counselor Association, 2013a, para. 2).

Professional School Counselor: A certified or licensed professional trained in school counseling with unique qualifications and skills to address all students' academic, personal/social, and career development needs (American School Counselor Association, 2013e).

Professional Secondary School Counselor: "Secondary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Secondary school counselors do not work in

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isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century" (American School Counselor Association, 2013f, para. 2).

Role Ambiguity: Job duties for a professional position that are vague and ill-defined or a lack of clarity about expected behaviors regarding a job (Cervoni & DeLucia-Waack, 2011).

Role Conflict: The attempt to perform multiple roles within the same job; competing demands from two or more sources; or the distortion of expectations compared to the actual demands of the job (Bryant & Constantine, 2006).

Chapter Summary and Organization of Chapters

This chapter provided an introduction to the purpose of this study and presented a framework for the importance of this research. The second chapter reviews current literature regarding the history of school counseling, the school counselor role, the impact of the ASCA National Model and comprehensive school counseling programs, and research relevant to burnout including demographic factors and occupational factors. The research methodology that was used is presented in the third chapter and the fourth chapter provides the statistical results of the data analyses for each of the seven research questions. Finally, the fifth chapter offers a discussion of the findings and the relationship to prior research, implications for school counselors, school administrators, counselor educators, and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, research related to the field of school counseling, the ASCA National Model, and mental health counselor burnout is reviewed. A brief history of school counseling is provided, as well as an overview of the role of school counselors and the ASCA National Model, including terms and concepts. An exploration of demographic factors (e.g., age, gender, ethnicity, educational level, and certification/licensure) and occupational factors (e.g., years as professional school counselor, caseload, work setting, supervision, continuing education, administrator support, role ambiguity, role conflict, and inappropriate job duties) related to counselor burnout is also offered. Finally, literature regarding relevant ethical considerations is reviewed.

History of School Counseling

School counseling evolved from vocational guidance in the early 1900s to a role of program accountability in today's comprehensive school counseling programs (American School Counselor Association, 2012). In the beginning, the primary focus was career discernment and vocational training with a select, limited number of students (Tang & Erford, 2004). According to Tang and Erford (2004), teachers provided guidance, and there was no such term as a "professional school counselor." During the mid-to-late 20th century, school counseling developed into a more definitive profession that is still evolving to serve the needs of students in the 21st century based on societal trends.

Throughout the 1900s to 1940s, vocational counselors helped students with educational experiences and coordinated student personnel services (Tang & Erford, 2004). The role of the school counselor was to help students match personality characteristics to an occupation (Wingfield, Reese, & West-Olatunji, 2010). A mental health movement changed school counseling and the role of school counselors during the mid-20th century (Wingfield et al., 2010). The role of the school counselor focused on providing remedial services and reducing the achievement gap (Wingfield et al., 2010). From the 1960s through the 1980s developmental guidance, with a primary focus on prevention, evolved in the field with the school counselor's role focused on an integration of guidance and counseling (Wingfield et al., 2010). The emergence of comprehensive developmental guidance programs occurred late in the 20th century and positioned school counseling as a core educational program instead of as an ancillary support service (McGannon, Carey, & Dimmitt, 2005). The role of the school counselor is now integral to students' daily educational success and environment (Wingfield et al., 2010). Comprehensive developmental guidance programs focus on a guidance curriculum structured around academic, career, and personal/social domains (McGannon et al., 2005).

In 1997, ASCA created and published *the National Standards for School Counseling Programs* that consisted of student standards regarding academic, career, and personal development for school counselors to benchmark (Tyson, 2004). The standards were developed to help standardize the learning objectives and outcomes for all school counselors (McGannon et al., 2005). These standards were a resource to school counselors, and created a benchmark for school counseling to promote student competency (Tyson, 2004). To support the shift in the

school counseling role, the standards created a framework; established school counseling as an integral component of the school; encouraged equitable access; identified key components of a school counseling program; identified the attitudes, knowledge, and skills students should acquire; and ensured that school counseling programs are comprehensive (Tyson, 2004). As an outgrowth of the standards and the call for educational reform, the ASCA National Model developed as a framework for comprehensive school counseling programs (American School Counselor Association, 2012).

As a response to challenges in the implementation of standards-based educational programs, ASCA released the *ASCA National Model: A Framework for School Counseling Programs* which was based on the comprehensive developmental guidance program model (McGannon et al., 2005). The focus of the ASCA National Model is to increase accountability, student achievement, and the usage of data in program development (American School Counselor Association, 2012). Today, comprehensive school counseling programs, based on the ASCA National Model, serve every student by providing academic, career, and personal developmental programs that are results-driven.

Role of School Counselors

Historically, school counselors have been trained as mental health care providers rather than as school leaders, advocates, and researchers (McGannon et al., 2005). Under a student services model of school counseling, school counselors spent the majority of their time with a small number of students with the greatest needs (McGannon et al., 2005). The focus of a student services model revolved around career planning, problem solving, and class scheduling,

and was reactionary as crisis situations arose (McGannon et al., 2005). In this outdated framework, school counselors are unable to provide proactive services or meet the needs of all students within the school (McGannon et al., 2005).

Today, school counselors are asked to provide evidence of the effectiveness of their school counseling programs as it relates to the school mission, as well as provide support for the emotional adjustment of students (American School Counselor Association, 2012). School counselors provide direct and indirect services to students, in addition to collaborating with administrators, teachers, parents, and the community to help link students to resources (American School Counselor Association, 2012). To achieve program effectiveness, ASCA recommends a 1:250 counselor-student ratio, and recommends that school counselors spend 80% or more of their time providing direct student services (American School Counselor Association, 2012).

Professional Secondary School Counselors

Some researchers have attempted to define the role of the professional secondary school counselor by surveying the perceptions of students, teachers, administrators, and counselors (Amatea & Clark, 2005; Cervoni & DeLucia-Waack, 2011; Coogan & DeLucia-Waack, 2007; Falls & Nichter, 2007). As a result, different definitions of the professional secondary school counselors' role have evolved, creating confusion as to what professional secondary school counselors actually do. Currently ASCA, through communications and their website, is trying to clarify the specific role of the professional secondary school counselor to school counselors and school communities (American School Counselor Association, 2013f).

Because adolescence is a time of rapid growth, students need support to help ensure that they are prepared and supported as they enter the final transition into adulthood (American School Counselor Association, 2013f). Professional secondary school counselors are tasked with helping students resolve emotional, social, and behavioral problems, while also helping students develop post-graduation plans for college and careers (Coogan & DeLucia-Waack, 2007). Secondary school counseling programs are "essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community" (American School Counselor Association, 2013f, para. 13). Professional secondary school counselors can implement a comprehensive school counseling program by providing classroom guidance (e.g., academic skills support, coping strategies), individual student planning (e.g., goal setting, transition plans), responsive services (e.g., peer facilitation, referrals), and system support (e.g., consultation, program management) (American School Counselor Association, 2013f). In addition, professional secondary school counselors collaborate with parents, students, teachers, administrators, and the community (American School Counselor Association, 2013f).

Comprehensive School Counseling Programs

Comprehensive school counseling programs are proactive, preventative, and aimed at assisting all students in the acquisition of knowledge, skills, and self-awareness necessary for normal development and can include counseling, referral, consultation, information, assessment, and curriculum (Moore-Thomas, 2004). Gysbers and Henderson (2000) suggested that comprehensive school counseling programs exist when the integration of curriculum supports the

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mission of the school and complements existing academic programs. Program resources such as human and financial resources also help in the implementation of a successful comprehensive school counseling program (Moore-Thomas, 2004). Comprehensive school counseling programs create a foundation or framework for providing services to all students that are focused and accountable because they are research-based (Moore-Thomas, 2004). As a result of advocacy initiatives by school counseling organizations, comprehensive school counseling programs are helping to define the role and responsibilities of school counselors nationwide, while reducing and eliminating non-school-counseling activities.

According to Moore-Thomas (2004), the first step in comprehensive school counseling programs is to create and emphasize student competencies. The second step is program delivery, which includes direct and indirect services to students and other stakeholders within the school system regarding guidance curriculum, individual student planning, and responsive counseling (Moore-Thomas, 2004). The final step towards a comprehensive program is program evaluation (Moore-Thomas, 2004). Evaluation is achieved through informal or formal measures that are systematic, ongoing, and cyclical. Through the effective implementation of a comprehensive school counseling program, school counselors help students achieve success by assisting students to acquire culturally appropriate knowledge, skills, and attitudes (Moore-Thomas, 2004).

Current research shows that comprehensive school counseling programs are beneficial to both the school counselor and the school community (Moore-Thomas, 2004; Pyne, 2011; Rayle, 2006). Rayle (2006) found that school counselors who utilized a comprehensive, competency-based guidance program had greater perceptions of mattering and higher levels of job

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satisfaction than those who did not use a comprehensive, competency-based guidance program. Other researchers have found that students who participated in comprehensive school counseling programs had higher grades, better peer interactions, and less classroom disruptions (Dahir et al., 2009; Sink, 2005; Sink & Stroh, 2003). In addition, many individual state departments of education (e.g., North Carolina, Oregon, Tennessee, and Wisconsin) have promoted the use of comprehensive school counseling programs and have created individualized programs grounded in the implementation of the ASCA National Model (Dahir et al., 2009).

American School Counselor Association

Over 32,000 school counselors worldwide belong to the nonprofit organization, ASCA (American School Counselor, 2013e). Membership categories include student, professional, retired, and affiliate. In 1952 ASCA was formed as a division of the American Counseling Association (ACA) to promote professional organization and ethical practices among school counselors (American School Counselor Association, 2013d). Further contributing to the organization's professional identity, ASCA began to publish a professional journal, *The School Counselor,* in 1953 (Lambie & Williamson, 2004). Through the creation of role statements, national standards, and ethical standards, ASCA has remained an integral component over the years for the school counseling profession (American School Counselor Association, 2012). The organization assists school counselors in their endeavors to promote students' academic, personal/social, and career development through providing professional development, publications, and other resources to school counselors (American School Counselor Association, 2012).

The belief of one vision and one voice to unite all school counselors is promoted by ASCA. The vision statement of ASCA states:

> The American School Counselor Association (ASCA) is the foundation that expands the image and influence of professional school counselors through advocacy, leadership, collaboration and systemic change. ASCA empowers professional school counselors with the knowledge, skills, linkages and resources to promote student success in the school, the home, the community and the world (American School Counselor Association, 2013d, para. 3).

Through the vision statement, ASCA promotes the importance of the school counselor role and identifies the tools necessary for school counselors to be successful change agents.

American School Counselor Association National Model

The ASCA National Model is considered "the premier blueprint for the development and implementation of comprehensive school counseling programs" (Dahir et al., 2009, para. 2). As school counseling has evolved from past decades, ASCA created a model to unify and clarify the role of the school counselor (American School Counselor Association, 2012). School counselors can use the ASCA National Model as a framework to create and evaluate comprehensive school counseling programs (American School Counselor Association, 2012). The ASCA National Model focuses on eliminating the achievement gap, meeting the needs of all students, connecting programs to the school's mission, and evaluating data to drive student outcomes (McGannon et al., 2005).

The ASCA National Model emerged from educational reform that resulted from the *No Child Left Behind* legislation, which mandated accountability for student learning for all federally funded school programs (Hatch, 2004). The model was developed in stages based on input from national school counseling professional leaders, practicing school counselors, and documented research; the first draft was made available at the national school counselors' conference in 2002 (Hatch, 2004). The main goal of the model was for school counselors to change the emphasis from providing services for some students to creating programs for every student (Hatch, 2004). School counselors utilize the ASCA National Model to (a) create equity in access to help every student, (b) standardize school counseling across state lines, and (c) emphasize the critical impact school counseling has on students' educational functioning (American School Counselor Association, 2012). Overall, the ASCA National Model strives to be "comprehensive in scope, preventative in design and developmental in nature" (American School Counselor Association, 2012, p. xii).

To date, 45 states have adopted comprehensive school counseling programs based on the ASCA National Model (American School Counselor Association, 2013c). This is an increase from 2008, when 17 states had established models, 24 states were in progress, and 10 were at the beginning stage of development (Martin, Carey, & DeCoster, 2009). Because the ASCA National Model is relatively new, some concerns exist regarding the implementation and effectiveness of the model. Cervoni and DeLucia-Waack (2011) found that, although the ASCA National Model is widely distributed, there is still much ambiguity surrounding the role of the school counselor at the institutional level, creating concerns for job satisfaction. In addition, the

true effects of the ASCA National Model on increased student academic achievement has been debated (Brown & Trusty, 2005). Brown and Trusty (2005) asserted that the model focused too heavily on academic components and that not all components of the model should be devoted to scholastic achievement.

The ASCA National Model was originally published in 2003, followed by the second version in 2005, and the third edition in 2012 (American School Counselor Association, 2012). For the latest revision, ASCA compiled thousands of comments and suggestions to create a revised draft, which was reviewed by an advisory committee of professionals and was posted for public commentary (American School Counselor Association, 2012). Comments were utilized to revise the third edition. The latest edition has five chapters including one chapter on the ASCA National Model Themes; the remaining four chapters focus on the components of the model including Foundation, Management, Delivery, and Accountability (American School Counselor Association, 2012). The publication emphasized the importance of the integration of the themes of leadership, advocacy, collaboration, and systematic change by expanding sections on these topics, as well as providing greater detail and research regarding the relationship of the themes to the four components of the model (American School Counselor Association, 2012). The third edition of the model is intended to assist school counselors in carrying out comprehensive school counseling programs (American School Counselor Association, 2012).

ASCA National Model themes. The ASCA National Model helped create an infrastructure for how school counselors should conduct their position based on the themes of *leadership, advocacy, collaboration,* and *systematic change* (American School Counselor

Association, 2012). *Leadership* is a foundational expertise needed for program implementation, which supports student development, advances delivery of the counseling program, and promotes professional identity. *Advocacy* promotes the right of every student to have equal opportunities to achieve school success and is based on student empowerment and acting on behalf of the students. *Collaboration* allows school counselors to develop an extensive support system to help students achieve success in relationships inside and outside the school. *Systematic change* addresses identified barriers and promotes change to increase student success (American School Counselor Association, 2012). These themes accentuate the unique position of school counselors in improving student achievement.

  Leadership. Leadership was not traditionally connected to the role of the school counselor, yet the ASCA National Model emphasizes the role of leadership (American School Counselor Association, 2012). According to Young (2012), in order for the ASCA National Model to be successful, school counselors need to assume leadership positions within the school to help increase student success. Mason (2010) viewed school counselor leadership as a powerful tool to improve schools and create student achievement through influencing key school stakeholders. Through leadership, school counselors have the ability to implement data-driven programs that create culturally responsive changes based on best practices for equitable services for all students (Young, 2012).

  School counselors with strong leadership skills and practices were better able to achieve the implementation of comprehensive school counseling programs (Mason, 2010). In addition, school counselors with well-developed leadership qualities have stronger self-efficacy skills and

may help clarify the role of the school counselor (Young, 2012). Leadership skills include "visionary thinking, challenging inequities, shared decision making, collaborative processing, modeling excellence, and a courageous stance" (Young, 2012, p. 11). As leaders, school counselors assume responsibility to ensure student standards are measured so that all students have equal opportunities to succeed in the school environment.

Advocacy. Advocacy to help all students gain the tools to be successful in the classroom is one of the most noteworthy roles for school counselors due to their position within the school system (American School Counselor Association, 2012). "As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high academic, career, and personal/social standards. Advocating for the academic achievement of every student is a key role of school counselors and places them at the forefront of efforts to promote school reform" (American School Counselors Association, 2012, p. 4). School counselors need to understand the unique position they are in so they are able to identify, advocate, and contribute to the academic, career, and personal/social success of all students (American School Counselor Association, 2012).

The goal of advocacy is to help remove system barriers so that all students can succeed at higher levels (Lee, Daniels, Puig, Newgent, & Nam, 2008). Advocacy can occur directly with students or indirectly through advocating for policy changes at the local, state, and national levels to help improve the educational experience for all children. School counselors provide information to students and families and work to eliminate academic or social obstacles that may interfere with student success through advocacy and collaboration (Villalba, Akos, Keeter, &

Ames, 2007). Due to the unique training and position of school counselors, they can identify and alleviate these academic barriers to promote student success.

     Collaboration. School counselors have a critical role in the success of students; counselors need to collaborate with other stakeholders, such as principals, teachers, faculty, parents, and community resources (Kinney, 2012). Collaboration can be defined as a voluntary, interactive, ongoing, inclusive, and required commitment to a common goal by various stakeholders that each have a unique knowledge base and perspective equal in value to the process (Gibbons, Diambra, & Buchanan; 2010). Griffin, Jones, and Kilgore (2006) found five facets of school collaboration that include (a) frequent communication, (b) common concern for students, (c) common goals, (d) family involvement, and (e) supportive school climate. School counselors use collaboration as a way to problem-solve and to create greater productivity and outcomes for comprehensive school counseling programs (Gibbons et al., 2010).

     Collaboration techniques may include listening skills, group work, and communication skills for which most school counselors have been trained during their master's degree programs (Gibbons et al., 2010). These skills help school counselors to be systematic change agents and leaders within the school (Gibbons et al., 2010). Collaboration on the part of school counselors is necessary to ensure students' needs are at the core of the decision-making process of the school for administrators, teachers, faculty, and staff (Kinney, 2012).

     Systematic change. Based on data analysis and collaboration, school counselors can work to improve students' achievement through systematic change. For change to occur, school counselors need to focus on how individual students are performing, review school data for

overall performance, and then collaboratively work with others to improve the achievements of students (Cook, 2012). School counselors with access to achievement, attendance, and behavioral data can use these data to design and promote systematic change within the school system (American School Counselor Association, 2012). Although systematic change does not occur rapidly, one small change can create a domino effect for future changes (American School Counselor Association, 2012). The ASCA National Model describes six stages of systemic change including (a) maintenance of the old system, (b) awareness, (c) exploration, (d) transition, (e) emergence of new infrastructure, and (f) predominance of the new system (American School Counselor Association, 2012). Through data-driven school counseling programs, systematic change can occur (American School Counselor Association, 2012).

ASCA National Model components. The ASCA National Model contains four primary school counseling components including *foundation, management, delivery,* and *accountability* (American School Counselor Association, 2012). *Foundation* includes having a program focus, student competencies, and professional competencies. *Management* includes tools and assessments utilized to reflect on a school's needs. *Delivery* consists of direct and ancillary services to students, parents, staff, and the community. *Accountability* utilizes school information and program evaluations to determine the effectiveness of a school counseling program (American School Counselor Association, 2012). Within this framework, the model has standards related to academic, personal/social, and career development for all students through guidance curriculum, individual student planning, responsive services, and system support (American School Counselor Association, 2012). Through each component, school counselors

can ensure equitable access for students and focus on the knowledge and skill development

needed for student success through data-driven programs.

     Foundation. Foundation is the first component of the ASCA National Model, and it

forms a baseline for the comprehensive school counseling program based on academic, career,

and personal/social needs of the students (American School Counselor Association, 2012). The

foundation component includes program focus, student competencies, and professional

competencies (American School Counselor Association, 2012). School counselors may create

program goals to define how the vision and mission will be measured annually. The beliefs,

vision, and mission of the school's counseling department create the program focus (American

School Counselor Association, 2012). By assessing the beliefs of school counselors and the

community they serve, counselors can create a foundation so that other portions of the ASCA

National Model can thrive.

     The foundation should be based on the needs of the student population. In addition,

student standards assist in the creation of the foundation component of the ASCA National

Model (Hatch, 2004). Student and professional standards define the specific knowledge,

attitudes, and skills needed for students to demonstrate success (American School Counselor

Association, 2012). Examples of student standards include "A:A1.1 articulate feelings of

competence and confidence as learners," "A:C1.2 seek co-curricular and community experiences

to enhance the school experience," and "C:A1.1 develop skills to locate, evaluate, and interpret

career information" (American School Counselor Association, 2012).

School counselor competencies. School counselor competencies were developed by ASCA to help determine the role of the school counselor. The competencies revolve around five main themes: school counseling programs, foundations, management, delivery, and accountability (American School Counselor Association, 2012). The following is an overview of the ASCA competencies:

> The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of our pre-K-12 students. These competencies are necessary to ensure the future school counselor workforce is able to continue to make a positive difference in students' lives (American School Counselor Association, 2012, p. 29-30).

Through the competencies, school counselors can self-assess and formulate appropriate plans for their multicultural programs (American School Counselor Association, 2012).

The ASCA school counselor competencies also concretely define the role of the school counselor. Knowledge, abilities and skills, and attitudes are the main themes regarding the various competencies (American School Counselor Association, 2012). Some example competencies include "I-A-7 Legal, ethical, and professional issues in pre-K-12 schools;" "I-B-1 Plans, organizes, implements, and evaluates a school counseling program aligning with the ASCA National Model;" and "II-C-3 Promotes and supports academic achievement, career planning and personal/social development for every student" (American School Counselor Association, 2012, "ASCA School Counselor Competencies"). These examples demonstrate the

rigorous demands placed on school counselors and their indispensable role in achieving equity in access of school programs.

   Management. The management component focuses on assessments and tools school counselors can use to effectively deliver a comprehensive school counseling program (American School Counselor Association, 2012). The assessments include (a) school counselor competencies assessment, (b) school counseling program assessment and (c) use-of-time assessment. The tools include (a) annual agreement; (b) advisory council; (c) use of data; (d) school data profile; (e) program results data-process, perception and outcome; (f) curriculum, small-group and closing-the-gap action plans; (g) lesson plans and (h) calendars (American School Counselor Association, 2012). These tools help school counselors assess, develop, implement, and evaluate programs based on clearly defined priorities (American School Counselor Association, 2012). The importance of the management component of the ASCA National Model is that it provides the framework so that school counselors can be strategic in implementation of programs.

   Use-of-time. The use-of-time assessment is a critical component to help school counselors define their roles and services. Eighty percent of school counselors' time should be spent on providing direct and indirect services to students (American School Counselor Association, 2012). The remaining 20% of time should be spent on program management and support services (American School Counselor Association, 2012). The ASCA National Model lists appropriate and inappropriate school counseling activities. Appropriate activities for school counselors include:

individual student academic program planning; interpreting cognitive, aptitude and

achievement tests; providing counseling to students who are tardy or absent; providing

counseling to students who have disciplinary problems; providing counseling to students

as to appropriate school dress; collaborating with teachers to present school counseling

core curriculum lessons; analyzing grade-point averages in relationship to achievement;

interpreting student records; providing teachers with suggestions for effective classroom

management; ensuring student records are maintained as per state and federal regulations;

helping the school principal identify and resolve student issues, needs and problems;

providing individual and small-group counseling services to students; advocating for

students at individual education plan meetings, student study teams and school attendance

review boards; analyzing disaggregated data (American School Counselor Association,

2013a, para. 1).

Inappropriate activities for school counselors include:

coordinating paperwork and data entry of all new students; coordinating cognitive,

aptitude and achievement testing programs; signing excuses for students who are tardy or

absent; performing disciplinary actions or assigning discipline consequences; sending

students home who are not appropriately dressed; teaching classes when teachers are

absent; computing grade-point averages; maintaining student records; supervising

classrooms or common areas; keeping clerical records; assisting with duties in the

principal's office; providing therapy or long-term counseling in schools to address

psychological disorders; coordinating school wide individual education plans, student

study teams, and school attendance review boards; serving as a data entry clerk

(American School Counselor Association, 2013a, para. 2).

School counselors are encouraged to work with administrators to eliminate or reassign

inappropriate tasks, so that school counselors can focus on the prevention and intervention

components of a comprehensive school counseling program (Amatea & Clark, 2005).

Delivery system. The method of implementation of a comprehensive school counseling

program is considered the delivery system. Direct student services are provided and include (a)

school counseling core curriculum, (b) individual student planning, and (c) responsive services.

Indirect student services are provided for students and include (a) referrals, (b) consultation, and

(c) collaboration (American School Counselor Association, 2012). Direct student activities

provide all students with activities to promote the academic, career, and personal/social

development and can also help school counselors identify students with achievement, attendance,

or behavioral needs (American School Counselor Association, 2012). Indirect student services

help support students and connect students to various resources. Through indirect student

services, school counselors collect or disseminate information about student issues and successes

(American School Counselor Association, 2012). Through the delivery system, school

counselors make their presence known within their schools and reach out to every student.

Accountability. School counselors need to evaluate their comprehensive school

counseling programs regularly to ensure effectiveness and can use accountability strategies to

monitor student and program achievements (American School Counselor Association, 2012).

With societal changes there is a new emphasis on the importance for school counselors of

measuring the effectiveness of their programs. The accountability component of the ASCA National Model includes data analysis, program results, and evaluation and improvement (American School Counselor Association, 2012). Data analysis includes school data profile analysis and use-of-time analysis. Program results include curriculum results analysis, small-group results analysis, and closing-the-gap results analysis. Evaluation and improvement includes school counselor competencies of assessment analysis, program assessment analysis, and school counselor performance appraisal (American School Counselor Association, 2012). Through the accountability component, program decisions are made by school counselors who utilize the data to analyze the program's effectiveness.

Recognized ASCA Model Program

The Recognized ASCA Model Program (RAMP) was founded in 2003 as a recognition program to showcase exemplary individual school counseling programs through the ASCA organization.   The RAMP application process should be used by school counselors who have already implemented a comprehensive school counseling program into their school, as the RAMP designation is considered the culmination of the ASCA National Model (American School Counselor Association, 2013b). The process of RAMP also helps individual schools evaluate their school program and areas for improvement. Benefits of RAMP include an engraved plaque, communication sent to school board or administrative team, press release for local press, use of the RAMP logo, recognition at the ASCA annual conference, tickets to the RAMP awards celebration at the annual conference, and recognition in the *ASCA School Counselor* magazine and on the website (American School Counselor Association, 2013b).

The designation is awarded to schools that align with the ASCA National Model and complete an extensive RAMP application. The program has 12 components: (a) philosophy statement, (b) mission, (c) program goals, (d) competencies and indicators, (e) management agreement, (f) advisory council, (g) calendars, (h) classroom guidance plans, (i) classroom guidance results reports, (j) small group response services, (k) closing-the-gap results, and (l) program evaluation (American School Counselor Association, 2013b). After a school has a comprehensive school counseling program based on the ASCA National Model in place for a year, the school should have the ability to collect data and information needed to fulfill the RAMP application requirements. Applications for RAMP are reviewed once a year by a panel of school counseling professionals (American School Counselor Association, 2013b). Once a school is recognized, the RAMP designation is for three years. There are nearly 500 RAMP-approved schools in the nation across 33 states; 162 are at the secondary school level (American School Counselor Association, 2013b).

Comprehensive school counseling programs with RAMP-designation have higher academic achievement rates compared to school counseling programs without RAMP certification (Ward, 2010; Young & Kaffenberger, 2011). Results from an archival data analysis from 2003-2008 showed that elementary schools with RAMP designation had significantly higher overall student achievement, attendance rates, and third-grade reading achievement scores (Ward, 2010). Young (2011) found that participation in the RAMP program had a positive impact on data practices and school counselors' beliefs. In addition, school counselors in RAMP-designated programs had more positive opinions regarding the ASCA National Model

and improvement in the school climate (Ward, 2010). These results show the significant contributions RAMP-designated comprehensive school counseling programs can create within the context of a school and may encourage more school counselors to adapt the ASCA National Model.

Burnout and Associated Variables related to School Counseling

Although the body of literature on school counselor burnout has grown, most research studies have limited their focus to factors to demographic and occupational factors. A wide range of variables are believed to either prevent or contribute to burnout. Administrative style, lack of promotion opportunities, lack of autonomy, salary, job setting, years in profession, years in the same job, hours of direct client contact, and overextended caseload are variables that may create stress, over time leading to burnout (Galek et al., 2011). Social support, continued education, balanced caseload, self-care, and interpersonal factors such as self-efficacy and motivation are vital resources in alleviating occupational stress and burnout (Galek et al., 2011; Lawson, 2007). In the following sub-section, findings of current research on burnout, and associated demographic and occupational variables are reviewed.

Burnout

Freudenberger (1974) first used the term burnout to describe a loss of will at work. Over the latter part of the 20th century, burnout has become a popular term to describe exhaustion and discontent at work (Skovholt & Trotter-Mathison, 2011). According to Maslach and Leiter (1997), burnout is more likely to occur when there is a mismatch between the nature of the job and the nature of the person doing the job. Seven sources of burnout from the workplace

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environment include workload, control, reward, community, fairness, values, and job-person incongruity (Maslach & Leiter, 2008). The workplace environment is often believed to be the cause of burnout, rather than the individual professional (Skovholt & Trotter-Mathison, 2011). Symptoms of burnout can include deficient energy, being easily irritable, sleep difficulties, headaches, feelings of hopelessness or helplessness, and increased dissatisfaction and depersonalization (Lambie, 2007; Moyer, 2011). These symptoms can lead to inefficient and negligent delivery of counseling services. Burnout is associated with low morale, increased absenteeism, exhaustion, substance abuse, and isolation (Florio, 2010; Maslach, 2003; Remley & Herlihy, 2010; Skorupa & Agresti, 1993).

Burnout occurs when the needs of the professional and the demands of the job conflict, and it can be defined by three key terms: (a) emotional exhaustion, (b) depersonalization, and (c) reduced personal accomplishment (Maslach, 2003). According to Maslach and Leiter (1997), burnout occurs when professionals experience an erosion of engagement and compassion in the work setting. Emotional exhaustion occurs when there is an over-extension in the job and is often the first reaction to stress of job demands (Maslach & Leiter, 1997). Depersonalization often transpires with emotional exhaustion, creating cynicism and negativity in the workplace which damages a professional's capacity to work effectively (Maslach & Leiter, 1997). Finally, reduced personal accomplishments occur from the feelings of ineffectiveness, inadequacy, and a loss of confidence in one's capabilities (Maslach & Leiter, 1997). As a result of these three processes, burnout impacts the professional, the client, and the work environment.

A review of the literature demonstrates that the construct of burnout has been investigated primarily in human-centered professions, such as counseling. Fishbach and Tidwell found that as many as 39% of mental health counselors are affected by burnout (as cited in Lambie, 2007, p. 83). "Burnout happens in phases and leads to such problems as impaired decision making, ethical conflicts, and other problems that affect the patient-to-counselor clinical process" (Florio, 2010, p. 2). All facets of a counselor's life may be affected by the experience of burnout. Burnout affects counselors' work performance and job satisfaction, and may lead to impairment in social and interpersonal relationships (Gunduz, 2012). Burned-out counselors avoid certain tasks and eventually withdraw from the job physically and emotionally (Maslach, 2003). When counselors view clients as objects, instead of as people, burnout is evident and it damages the client-counselor relationship and undermines the moral principles of counseling (Maslach, 2003). Counselors who suffer from burnout might find it beneficial to limit or suspend their professional activities and seek professional help.

Burnout in school counseling. There are few studies that investigated burnout specifically in school counseling settings. These studies have focused on the relationship of the following variables to the degree of burnout: self-efficacy, ego development, non-guidance activities, supervision, student-to-counselor ratios, passion, and self-esteem.

Gunduz (2012) utilized the Turkish adaptation of the Maslach Burnout Inventory (MBI) and the School Counselors Self-Efficacy Scale (SCSES) and found a negative relationship between self-efficacy and emotional exhaustion and depersonalization, and a positive relationship between self-efficacy and personal accomplishment, among 194 school counselors

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who worked in public elementary and secondary schools in Mersin, Turkey. According to Gunduz (2012), school counselors who perceived their profession as an ordinary job had higher levels of burnout and lower levels of self-efficacy beliefs.

Another researcher surveyed 218 school counseling professionals using a demographic questionnaire, the Washington University Sentence Completion Test (WUSCT), and the MBI to investigate the relationship between ego development and burnout (Lambie, 2007). Lambie (2007) found no causal relationship between higher levels of ego development and reduced burnout; however, through a Pearson product-moment correlation, Lambie (2007) found that ego development and personal accomplishment are positively related, implying that school counselors with ego maturity demonstrated higher levels of personal accomplishment.

Moyer (2011) studied supervision, student-to-counselor ratios, and non-guidance related duties in regards to the potential impact of school counselor burnout. According to Moyer (2011), school counselors who worked without ongoing support from supervisors were more susceptible to the stresses of the school counselor role. A total of 382 school counselors completed the survey and the results suggested that counselors with more non-counseling tasks had higher rates of burnout on all five areas of the Counselor Burnout Inventory (CBI) which included exhaustion, incompetence, negative work environment, devaluing client, and deterioration in personal life. The results of the study also suggested that school counselors are less likely to show empathy towards students when counselors are responsible for more non-counseling tasks.

In another study, 538 school counselors completed a demographic questionnaire, the

Collective Self-Esteem Scale, and the MBI to assess the relationship between collective self-

esteem and burnout (Butler & Constantine, 2005). Butler and Constantine (2005) found that

many members of their sample experienced some symptoms of burnout but high scores for

personal accomplishment. These findings indicated that, although school counselors were

experiencing burnout, they still experienced a sense of professional accomplishment and pride at

work. Other findings from the study included that school counselors working in urban school

environments reported higher levels of burnout than peers and school counselors who had been

employed for over 20 years reported higher levels of burnout than did their peers working fewer

than 10 years in the profession (Butler & Constantine, 2005).

Job Satisfaction and the ASCA National Model

Although there is limited available literature on burnout and professional secondary

school counselors, there is related literature on job satisfaction among school counselors in

relation to comprehensive school counseling programs. Cervoni and DeLucia-Waack (2011)

examined the relationship between role conflict, role ambiguity, percentage of time spent on

ASCA appropriate duties, and job satisfaction of professional secondary school counselors. The

researchers administered the Role Conflict and Ambiguity Scale and the Job Descriptive Index to

175 professional secondary school counselors. Participant demographics included 73% female,

27% male; average age of 43.43 (SD = 10.68); 88.6% Caucasian, 6.9% African American,

remaining participants selected other; 78.9% certified; 9.17 (SD = 8.00) average years in

profession; average caseload size of 350.43(SD = 222.93); all had a master's degree or higher;

44.7% worked in suburban, 31.8% rural, and 23.5% urban setting; and the average salary was

$48,961.62 (*SD* = 14,654.76) (Cervoni & DeLucia-Waack, 2011). Cervoni and DeLucia-

Waack's (2011) results were consistent with those of other studies (Baggerly & Osborn, 2006;

Wilkerson, 2009; Wilkerson & Bellini, 2006), and found role conflict and ambiguity to be

significant predictors of job satisfaction. Furthermore, the researchers found that time spent on

tasks defined as inappropriate by ASCA affected job satisfaction of professional secondary

school counselors.

Pyne (2011) created the Comprehensive School Counseling Implementation Measure

based on the ASCA National Model and examined the level of school counselor job satisfaction

and the implementation of comprehensive school counseling programs in secondary schools in

Michigan. The Job in General scale was used to measure job satisfaction among 103 secondary

school counselor participants (Pyne, 2011). Pyne (2011) reported that 58.8% of participants

indicated that many aspects of the school counseling program were comprehensive, and 29.9%

of participants indicated that some aspects of the school counseling program were

comprehensive. Results from this study showed a moderate-to-strong relationship between job

satisfaction and administrative support, communication with faculty, clearly written philosophy,

serving all students, and time for planning and evaluation (Pyne, 2011). Pyne (2011) found that

school counselors who utilized a comprehensive school counseling program were likely to have

higher levels of job satisfaction than those who did not use a comprehensive program.

Rayle (2006) surveyed 338 elementary, middle, and secondary school counselors from 40

states, collecting data on demographic information, the School Counselor Mattering Survey, and

the School Counselor Job-Stress Assessment. Participant demographic data included 78.1%

female; 11.27 (*SD* = 8.74) average years of experience; 73% of participants between ages 44 and

61; 34.3% elementary school setting, 25.5% middle school setting, and 40.2% secondary school

setting; and over 92% of participants surveyed held a master's degree (Rayle, 2006).

Professional secondary school counselors reported the highest levels of job-related stress. One

finding was that school counselors who were previously teachers reported lower levels of job

satisfaction than those school counselors without teaching experience. Rayle (2006) also found

that school counselors running a comprehensive competency based guidance program had

greater perceptions of mattering to others and higher levels of job satisfaction than those who did

not use a comprehensive competency based guidance program.

Demographic Factors

Although all school counselors are at risk for burnout, certain members of the school

counseling community are especially vulnerable. Prior research has explored the demographic

variables of age, gender, ethnicity, and highest educational level (Bryant & Constantine, 2006;

Butler & Constantine, 2005; Cervoni & DeLucia-Waack, 2011; McCarthy, Van Horn Kerne,

Calfa, Lambert, & Guzman, 2010).

In the available literature on job satisfaction / burnout, the average age range of school

counselors surveyed was between 39-44 years of age,and results assumed that these counselors

are midway through their careers (Bryant & Constantine, 2006; Butler & Constantine, 2005;

Cervoni & DeLucia-Waack, 2011; Culbreth et al., 2005; Lambie, 2007). Yildirim (2008) found

no relationships between dimensions of burnout and gender or age. Although men are less

represented in the field of school counseling (Butler & Constantine, 2005; Lambie, 2007), according to Butler and Constantine (2005), there was no significant gender difference in burnout and collective self-esteem. Cervoni and DeLucia-Waack (2011) found no significant difference between genders on job satisfaction surveys. Bryant and Constantine (2006) specifically investigated 133 female school counselors regarding multiple role balance, job satisfaction, and life balance, based on the fact that the majority of school counselors are women.

Only limited research exists regarding ethnicity and educational level, school counseling, and burnout. Just as men are under-represented in the school counseling profession, racial and ethnic minorities are less represented compared to Caucasians in the available research (Lambie, 2007; McCarthy et al. 2010). McCarthy et al. (2010) found, based on 227 school counselors in Texas, that counselors who self-identified as members of minority groups (15.8% Hispanic/ Latino, 9.2% African American, 1.8% Native American, 0.9% Asian American, 2.1% Other) were more likely to feel the demands upon them were greater than the resources provided. These researchers also found that "school counselors of color may experience unique demands such as being called upon to act as role models to a large number of students, may be identified as 'group representatives' on various committees, and may be sought out by parents of color more often than their White European-American counterparts" (p. 155). With respect to education level, some researchers have indicated that most school counselors have at least a master's degree (Cervoni & DeLucia-Waack, 2011; Lambie, 2004; Rayle, 2006; Yildirim, 2008). For example, Cervoni and DeLucia-Waack (2011) found that, of 175 secondary school counselors surveyed, 100% held a master's degree or higher and 78.9% held permanent certifications. Yildirim (2008)

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reported counselors with higher educational had lower levels of burnout; participants were 214 school counselors who completed the MBI in Ankara, Turkey.

Occupational Factors

Several researchers have considered occupational factors that exist for school counselors as they relate to job dissatisfaction and potentially to burnout (Ameatea & Clark, 2005; Baggerly & Osborn, 2006; Culbreth et al., 2005; Lambie & Williamson, 2004; Lawson, 2007; McCarthy et al., 2010; Summerlin & Littrell, 2011; Wilkerson & Bellini, 2006; Wingfield et al., 2010). Occupational factors include certification/licensure, years in the profession, caseload, work setting, continued education, administrative support, supervision, role ambiguity, role conflict, and inappropriate job duties.

Years in profession. Butler and Constantine (2005) administered the MBI-Educational Survey to 538 school counselors and found higher levels of burnout in school counselors with 20 or more years in the profession, as compared to those with less than 10 years in the profession. However, the results of a more recent research study produced contradictory data. Yildirim (2008) concluded that novice school counselors with minimal field experience are more vulnerable to burnout than more experienced school counselors, based on a sample of 214 school counselors who completed the MBI and Sources of Social Support Questionnaire. Finally, Cervoni and DeLucia-Waack (2011) found that participants in their study who were in the mid-range of their career (M_{age}=43.43; $M_{lengthasschoolcounselor}$= 9.17) were satisfied to highly satisfied in their jobs. Given the conflicting results of these studies, this variable is important to investigate.

Caseload. School counselors' workload has continually increased over time, making it difficult to spend equal time with every student (Smith, 2011). The ASCA recommended counselor-to-student ratio is 1:250 (American School Counselor Association, 2012). The national average for school counselor-to-student ratio is 1:459. It could be surmised that a large caseload may be a potential risk for burnout (American School Counselor Association, 2012). There is some evidence that high ratios negatively affect school counselor performance (McCarthy et al., 2010). A demanding, large caseload was found to be the most challenging aspect of a school counselor's position and led to a theme of frustration regarding the inability to address all students' needs (McCarthy et al., 2010). Gunduz (2012) surveyed 194 school counselors and found that school counselors with caseloads of over 1,000 students had higher depersonalization scores on the MBI, demonstrating a positive and significant relationship between caseload and emotional exhaustion.

Work setting. The school environment has been shown to affect school counselors' job satisfaction and risk of burnout (Butler & Constantine, 2005; Falls & Nichter, 2007). According to Butler and Constantine (2005), school counselors in urban school settings reported significantly higher levels of burnout as evidenced by higher feelings of emotional exhaustion ($M = 20.77$, $SD = 6.30$) and depersonalization ($M = 11.29$, $SD = 3.04$) compared to suburban ($M_{emotionalexhaustion} = 16.08$, $SD_{emotionalexhaustion} = 7.61$; $M_{depersonalization} = 9.21$, $SD_{depersonalization} = 4.25$) and rural ($M_{emotionalexhaustion} = 14.40$, $SD_{emotionalexhaustion} = 7.60$; $M_{depersonalization} = 9.44$, $SD_{depersonalization} = 4.07$) school counselors. In a qualitative study by Falls and Nichter (2007), four secondary school counselors who worked in urban settings and who had large caseloads

were interviewed; the researchers found that environments of high demand and low support/control appeared to result in the highest stress for school counselors.

Continuing education. Continuing education is important because it provides a mechanism for school counselors to strengthen their knowledge around the domains of school counseling (American School Counselor Association, 2012). If school counselors can be trained to recognize the early symptoms of burnout, this may serve as a protective measure (Wachter, Clemens, & Lewis, 2008). School counselors who can gain new skills and additional training may be able to prevent burnout based on continuing education (Curry & Bickmore, 2012). Kirk-Brown and Wallace (2004) found that organizational training contributed to counselors' job satisfaction and helped to improve the services provided to clients. School counselors showed an intrinsic commitment to improve themselves through learning and training, and paid from their own personal funds to attend continuing education opportunities (Howell, Scott, Bitner, Henry, Eggett, Bauman, Sawyer, & Bryant, 2007).

A challenge is that limited professional development is currently available in the field, especially regarding the ASCA National Model (Dahir et al., 2009). Dahir et al. (2009) found that secondary school counselors had the highest scale scores on career and post-secondary development; yet, they had the lowest scores on school counseling priorities, school setting perception, personal-social development, and program management. The researchers suggested that professional secondary school counselors need skills training on the broader areas of the ASCA National Model (Dahir et al., 2009). Training on the comprehensive school counseling model was found to be ineffective in promoting the implementation of the ASCA National Model

by Burkard, Gillen, Martinez, and Skytte (2012). The available literature reviewed revealed the discrepancy between school counselors' need for continuing education and the limited outlets to receive continuing education on the ASCA National Model.

Administrative support. Administrative support is critical for the implementation and maintenance of comprehensive school counseling programs (Lambie & Williamson, 2004; Wingfield et al., 2010; Yildirim, 2008). Administrators who were informed about the ASCA National Model supported the role of school counselors within the school and assigned appropriate job duties to school counselors, compared to non-informed administrators (Lambie & Williamson, 2004). Lambie and Williamson (2004) indicated that administrative support of school counseling programs is essential.

Amatea and Clark (2005) noted that, for school counselors to succeed, there needs to be support and commitment from the administrative team; however, there are limited opportunities for administrators to learn about the role of the school counselor. They further discovered that many administrators in their sample believed that school counselors' roles should include individual and group counseling, classroom guidance, teacher or parent consultation, exceptional student coordination, scheduling, and standardized testing. Yet in the same study, administrators differed in prioritizing these various work obligations (Amatea & Clark, 2005). At the secondary school level, administrators saw school counselors more in the responsive direct service provider role (Amatea & Clark, 2005).

Curry and Bickmore (2012) studied the concept of mattering in school counseling and found that school counselors with more formal and informal interactions with the principal

believed they mattered more to the school community. Dodson (2009) found that RAMP administrators viewed school counselors as having a significant role in guidance curriculum lessons in collaboration with teachers, counseling students with discipline problems, providing teacher support for better management, and interpretation of student records compared to non-RAMP administrators.

 Supervision. Supervision, especially for novice school counselors, is another important factor in preventing burnout (Moyer, 2011). Supervision provides support, mentorship, and consulting opportunities for both novice and seasoned counselors (Bernard & Goodyear, 2009). Supervision has been shown to improve effectiveness, accountability, confidence, and overall job performance in school counseling (Moyer, 2011)

 Several researchers found that school counselors with ongoing support from supervisors were less susceptible to burnout than school counselors without continuous supervision (Bryant & Constantine, 2006; Lambie & Williamson, 2004; Moyer, 2011). Among Moyer's (2011) study participants, 77% received zero to one hour of supervision each month and 12.4% received only two to three hours of supervision per month, which indicates that most school counselors do not receive regular supervision. Supervision allows time to refine counseling skills, learn to deal with difficult situations, and consult regarding ethical concerns (Lambie & Williamson, 2004). Curry and Bickmore (2012) found that novice counselors felt that having a formal, assigned mentor can contribute to feeling a sense of mattering in the school setting. McCarthy et al. (2010) stated that positive professional relationships can be correlated to less stress and burnout

symptoms, which is consistent with previous literature (Culbreth et al., 2005; Wilkerson & Bellini, 2006).

Role ambiguity. Role ambiguity for high school counselors comes in several forms and frequently inhibits personal wellness as it contributes to occupational stress and burnout (Cervoni & DeLucia-Waack, 2011). Role ambiguity exists when there is not a clear understanding of the school counselor's role. School counselors often have dissonance regarding their own idealized version of school counseling versus the day-to-day tasks they are asked to perform by the administration (Falls & Nichter, 2007). At times it is difficult for school counselors to advocate for role clarity when the administrators are their direct supervisors.

School counselors interact with various groups, including students, parents, teachers, administrators, and the community, so that role ambiguity sometimes arises as to who should be the priority (Culbreth et al., 2005). In addition, the lack of clear guidelines for implementing a comprehensive school counseling program contributes to role ambiguity. Cervoni and DeLucia-Waack (2011) found that, although the ASCA Comprehensive Model is more disseminated, there is still much ambiguity surrounding the role of the school counselor at the institutional level. Role ambiguity at the institutional level creates concerns for overall job satisfaction and burnout (Cervoni & DeLucia-Waack, 2011).

Role conflict. Role conflict is the attempt to perform multiple roles within the same job (e.g., competing demands from two or more sources) or is the distortion of expectations compared to the actual demands of the job (Bryant & Constantine, 2006). Researchers have shown that school counselors have competing demands and a high level of difficulty regarding

deciding what services to provide (Cervoni & DeLucia-Waack, 2011, Lambie & Williamson, 2004). Role conflict and role incongruence can hinder personal wellness, contributing to occupational burnout (Cervoni & DeLucia-Waack, 2011).   The biggest predictor of role stress for school counselors found by Culbreth et al. (2005) was the relationship between the initial perceptions of the job and the actual practice experiences, peer supervision, and training program preparation.

   Inappropriate job duties. Results of recent research studies have shown that there is a correlation between time spent on inappropriate counseling duties and lower levels of job satisfaction; by contrast, time spent on appropriate counseling duties increases job satisfaction (Baggerly & Osborn, 2006; Cervoni & DeLucia-Waack, 2011; Moyer, 2011). According to Baggerly and Osborn (2006), inappropriate duties for school counselors included registration, administrative tasks, handling discipline issues, lunchroom duty, and bus duty. Non-counseling duties assigned by administration create a lack of clarity about the professional role of secondary school counselors and diminish the importance of the overall school counseling role (Falls & Nichter, 2007; Moyer, 2011). McCarthy et al. (2010) found that the most challenging aspects of school counselors' position included paperwork requirements and caseload size.

   Moyer (2011) found that over 50% of school counselors surveyed spent more than 10 hours per week on inappropriate job duties and 74% of participants reported spending more than five hours per week on inappropriate job duties. Based on inappropriate job duties, the researcher found that school counselors were discouraged, yet felt that they had to perform these inappropriate job duties to secure their positions and keep their jobs. Moyer (2011) concluded

that participants were less likely to show empathy towards students when they were responsible for more inappropriate job duties.

Baggerly and Osborn (2006) found that school counselors' satisfaction and commitment were correlated to the performance of appropriate versus inappropriate duties as defined by the ASCA National Model. This finding suggests that the lack of appropriate duties created frustration in school counselors which led to increases in career dissatisfaction (Baggerly & Osborn, 2006). Cervoni and DeLuccia-Waack (2011) concluded that time spent on other non-ASCA duties was the variable which best predicted general job dissatisfaction in school counselors. Moyer (2011) found that the greater amount of time spent on inappropriate, non-counseling duties, the greater school counselors were affected by burnout.

Burnout and the ASCA National Model

The ASCA National Model was published in 2003, followed by the second edition in 2005 and the third edition in 2012 (American School Counselor Association, 2012). The latest edition is an improvement due to the format changes and inclusion of scholarly articles from the field; however, burnout is not specifically mentioned. "The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement" (American School Counselor Association, 2012, p. xii). Through a clear, strategic vision, professional secondary school counselors can take ownership in the implementation of their school counseling program, which creates engagement and may help to prevent burnout. If a school counseling program can prevent or effectively manage burnout

symptoms, the school can sustain productive and dedicated school counselors without having to train new employees (Lee et al., 2010).

The strength of the ASCA National Model focuses on school counselors creating evidence-based programs, which may alleviate burnout. Sabella (2006) reported that "the ASCA National Model has empowered counselors and other stakeholders to develop goals and plans instead of only responding to events and issues" (p. 412). According to Dimmitt and Carey (2007), clear expectations about the role of the secondary counselor and functions are critical to the application of the ASCA National Model. The ASCA National Model themes of leadership, advocacy, collaboration, and systematic change give role clarification and can prevent burnout (Pyne, 2011). If counselors have defined roles, this reduces role ambiguity and the possibility of burnout (Cervoni & DeLucia-Waack, 2011; Moyer, 2011). Benefits of using the ASCA National Model for professional secondary school counselors include limiting inappropriate job duties, gaining administrative support, using data for advocacy, staying organized, and improving teamwork through collaboration (Gomez-Lee, 2012; Moyer, 2011). These benefits can be linked to protective factors for burnout among professional secondary school counselors, and are factors that may reduce burnout in the profession, based on recent research (Lambie & Williamson, 2004; Moyer, 2011).

As the ASCA National Model creates an evidence-based program, the development and promotion of results can have a positive impact on students which can lead to increased job satisfaction (Pyne, 2011). The use of evaluations for school counselors to self-analyze and be analyzed by administration helps create role clarity (American School Counselor Association,

2012). Evaluations based on annual assessments may prevent burnout or create awareness when

burnout occurs. The ASCA National Model framework attempts to create structure and clarity to

promote the role of the school counselor and may provide as a protective factor against burnout.

Although a literature search revealed no studies regarding burnout directly related to

professional secondary school counselors and the implementation of the ASCA National Model,

some studies do exist on burnout and school counselors at all levels. Moyer (2011) found that a

lack of supervision and increased non-guidance activities increased the likelihood of school

counselor burnout, and that school counselors were less likely to show empathy towards students

if they were burnt-out. Moyer (2011) conducted hierarchical multiple regression analyses and

found that non-guidance related duties and supervision are the best predictors of burnout in

school counselors. Participants were 382 school counselors, 85.1% female; average age of 44

(SD = 11.3); 89.8% Caucasian, 5.2% African American, 2.1% Hispanic, 0.5% Asian, and 2.4%

did not indicate ethnicity; 29.1% elementary school setting, 22.3% middle school setting, 33.5%

secondary school setting, and 15.2% did not indicate a work setting (Moyer, 2011). The

Counselor Burnout Inventory was utilized to assess for burnout and three predictor variables

were utilized: number of hours of non-guidance activities performed, amount of supervision

received, and student-to-counselor ratios (Moyer, 2011). Moyer (2011) found that 50% of

participants reported 10 or more hours a week on non-guidance activities, 77% of participants

reported 0-1 hours of supervision per month and 348:1 (SD = 146.54) was the average student-

to-counselor ratio, specifically 322:1 (SD = 149.34) for secondary school counselors.

Wachter et al. (2008) assessed the relationship between the impact of Adlerian themes and school counselor burnout among 249 school counselors from one Midwestern state and found that 14.4% of the variance in school counselor burnout was explained by the Adlerian themes of self-esteem and perfectionism. Finally, results of a study by Gunduz (2012) indicated that self-efficacy predicted depersonalization and personal accomplishment dimensions of burnout in school counselors among 194 school counselors working in public elementary schools (N=94) and secondary schools (N=100) in Mersin, Turkey. These studies indicated that school counselors may experience burnout related to a lack of supervision, increased non-guidance activities, and low levels of self-esteem/self-efficacy**.**

Ethical Considerations related to Burnout

Most professions adopt a code of ethics to outline the appropriate behaviors of members of the professional organization (American School Counselor Association, 2010). A code of ethics provides professionals within a specific group a frame of reference for decision making regarding what constitutes ethical behavior (American School Counselor Association, 2010). *Ethical Standards for School Counselors* was first published in 1984 and was last revised in 2010 (American School Counselor Association, 2010). The revision included 40 new standards, as well as some changes to existing standards based on environmental and societal factors that affect school counselors (American School Counselor Association, 2010). Ethical standards are not static and can be created as a reaction to changes within the profession (American School Counselor Association, 2010). The code establishes necessary behaviors and guidelines so that

school counselors can maintain the standards of integrity, leadership, and professionalism (American School Counselor Association, 2010).

Given that the relationship is the main tool in counseling, burnout in the profession creates many ethical concerns for professional counselors, including professional secondary school counselors. The moral principles of autonomy, nonmaleficence, beneficence, justice, fidelity, and veracity establish the ethical basis for counseling (Remley & Herlihy, 2010). One of the key ethical issues associated with burnout among professional secondary school counselors is the potential for unintended harm to the students, which violates the principles of nonmaleficence and beneficence. According to Florio (2010), burnout occurs when a counselor cannot convey empathy; therefore, the counselor cannot effectively treat and may unintentionally harm a client. In other words, burned out counselors may be at risk of harming their clients due to their lack of presence and empathy within the counseling relationship. Counselors with burnout violate the integrity of the counseling relationship, as well as the aspirations of the ethical codes of the profession.

The *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors* address burnout indirectly. The *ACA Code of Ethics* states, "Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others" (American Counselor Association, 2005, Section C.2.g.). Similarly, the *ASCA Ethical Standards for School Counselors* advises its members to, "Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when

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needed to ensure competence at all times" (American School Counselor Association, 2010,

Standard E.1.b.). These ethical statements clearly communicate the expectations that counselors

must be aware of the negative factors that may affect professional success.

Summary of the Literature

In summary, in this literature review, the historical changes in the role of school

counseling, the formation and purpose of the ASCA National Model, and multiple variables that

may be experienced by school counselors in relation to burnout have been discussed. School

counseling has transformed in the last century to become a vital function within the educational

system. Based on research, the ASCA National Model is the most effective framework available

to school counselors in their work to create a comprehensive school counseling program. The

ASCA National Model helps to advocate for the role of the school counselor so that role

ambiguity and conflict can be decreased and job satisfaction can increase.

Burnout is an essential construct for counselors, school counselors, counselor educators,

and school administrators to continue to investigate due to the high cost of burnout and the

potential for harm to clients. The body of research literature indicated several different variables

that prevent or contribute to burnout within the workplace. Past research has focused on

personality factors related to burnout in school counselors (Gunduz, 2012; Lambie, 2007; Rayle,

2006; Sumerlin & Littrell, 2011; Wilkerson & Bellini, 2006). However, Maslach and Leiter

(1997) believe that burnout occurs because of the social environment and not the personality, and

that research needs to turn to more organizational variables. It is crucial to continue investigating

burnout among professional secondary school counselors, so that solutions can be created and implemented and burnout can be prevented.

Although researchers have concluded that the ASCA National Model can increase job satisfaction among school counselors, there are no requirements, across the nation, to implement the comprehensive school counseling program. No studies were found on professional secondary school counselor burnout as related to the implementation of the ASCA National Model. It was the purpose of this study to contribute to the literature by investigating the relationship between professional secondary school counselor burnout and implementation of the ASCA National Model.

CHAPTER THREE

METHODOLOGY

This chapter contains a description of the methodology that was used in this study, including the purpose, research questions, and participant selection criteria. Instrument validation and reliability are described. In addition, this chapter addresses the procedures related to data collection, management, and analysis.

Purpose of the Study

The purpose of this study was to investigate the relationship between burnout and implementation of the ASCA National Model and selected demographic and occupational variables among professional secondary school counselors who are members of ASCA. A survey method was used to collect data that was used to correlate the dependent variable, which is the level of burnout based on the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) score, and independent variables, which were the implementation of the ASCA National Model and demographic and occupational variables. The goal was to understand ASCA professional secondary school counselors' perceptions of their implementation of the ASCA National Model (*not implemented, development in progress, partly implemented, or fully implemented*) and to determine whether there was a correlation between burnout and degree of implementation.

Survey Method

The survey method was used to determine whether burnout in ASCA professional secondary school counselors was associated with any or all of the independent variables of implementation of the ASCA National Model and demographic and occupational variables. The

survey method was chosen because it had the following advantages: information is collected rapidly, many variables may be identified within the same individual, and anonymity is maintained. In addition, to make valid inferences, the number of participants in a sample should be high and the survey method allowed for a large number of participants to respond in a short period of time and with minimal logistics (Dillman et al., 2009).

Research Questions

The following research questions were addressed in this study:

1. What was the degree of burnout, as measured by the Maslach Burnout Inventory (MBI-HSS), among a national sample of professional secondary school counselors?

2. What was the level of implementation of the ASCA National Model, as measured by the School Counseling Program Implementation Survey (SCPIS), among a national sample of professional secondary school counselors?

3. Was there a relationship between the levels of implementation of the ASCA National Model and the degree of burnout among professional secondary school counselors, as measured by the individual item-level responses of the MBI-HSS and the SCPIS?

4. What amount of variance did the three independent variable sets (demographics, occupation, and ASCA National Model) contribute both individually and together to the outcome dimension of burnout as measured by the MBI-HSS?

5. What were the most influential predictors of burnout for professional secondary school counselors among the three variable sets?

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6. Was there a significant relationship between the demographic and occupational variables of professional secondary school counselors and burnout?

7. Was there a significant relationship between the demographic and occupational variables of professional secondary school counselors and the implementation of the ASCA National Model?

Participants

The population of interest for this study was professional secondary school counselors who were members of ASCA. The sample consisted of 494 professional secondary school counselors who were members of ASCA. Over 31,000 professional school counselors belong to ASCA, which is a division of the American Counseling Association (ACA). Participants were identified from the ASCA membership directory, which is available on the ASCA website (www.schoolcounselor.org) and listed 27,267 members' email addresses. The ASCA directory is available for access by all ASCA members.

The e-mail addresses of those ASCA members who identified themselves as professional secondary school counselors were entered into a generic electronic mailing list. All states and regions were included with only the work setting of "High/Secondary" selected. K-12, Elementary, Middle, and College school counselors were not included. A total of 5,003 professional secondary school counselors had provided email addresses on the membership website. Of the 5,003 surveys distributed, 277 surveys failed in distribution and 573 surveys were returned. Due to incomplete or unusable responses, list-wise deletions were used to reduce the sample to 494 professional secondary school counselor members of ASCA. After inaccurate

email addresses, non-respondents, and incomplete surveys were eliminated, the response rate was 9.88%. According to the sample size table for proportions created by Zemke and Kramlinger (1986), for a population of 5,000 a sample of 356 is needed to secure a 95% confidence level with a +/-0.05 degree of accuracy. No stratification was used in sampling. Participation was anonymous and voluntary.

Participants were asked to provide demographic information to describe the sample. Participants indicated their age, gender, ethnicity, and highest education levels (see Table 1). The average age of participants was 46. A large majority of the participants were female (79.8%) compared to male participants (20.2%). Most participants identified as Caucasian (86.6%), with smaller percentages self-identifying as African American (6.5%), Hispanic American (3.6%), Asian American (0.4%), and Other (1.2%). With respect to highest education level, most respondents indicated holding a master's degree in counseling (71.9%), while others held a master's degree in education (17.6%), master's degree in psychology (2.2%), master's degree in social work (0.6%), doctoral degree in counseling (4.9%), doctoral degree in education (2.4%), or a doctoral degree in psychology (0.4%).

Table 1

Participants' Demographics by Frequency / Means, Standard Deviations, and Ranges (n=494)

Variable	N	%	M	SD	Range
Age (in years)			45.91	10.29	25-66
Gender					
Female	394	79.8			
Male	100	20.2			
Total	494	100			
Ethnicity					
African American	32	6.5			
Asian American	2	0.4			
Caucasian/White	428	86.6			
Hispanic American	18	3.6			
Other	6	1.2			
I prefer not to say	8	1.6			
Highest Degree Obtained					
Baccalaureate Degree	0	0			
Master's Degree in Counseling	355	71.9			
Master's Degree in Education	87	17.6			
Master's Degree in Psychology	11	2.2			
Master's Degree in Social Work	3	0.6			
Doctoral Degree in Counseling	24	4.9			
Doctoral Degree in Education	12	2.4			
Doctoral Degree in Psychology	2	0.4			

Occupational information was reported by participants in terms of professional license/certifications, years in the profession, current caseload, work setting, type of school environment, percentage of students on free/reduced lunch programs, size of the school population, and the number of professional secondary school counselors on staff (see Table 2). More than two-thirds of participants held no certification (37.7%) or another certification that was not listed as a choice (37%). Of the certifications listed, 20.2% held the National Certified Counselor Certification and 15.6% held a Licensed Professional Counselor credential. With respect to years in the profession, the average years of service for participants was 10.23 years (*SD* = 6.74, range = 1-40). Respondents reported on current caseload: 16.6% of participants had

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251-300 students, 14.2% had 301-350 students, 10.9% had 401-450 students. In regards to

school environment, the majority of respondents worked in a suburban (44.3%), public school

system (87.7%), with an average of 39.51% students on free/reduced lunch. The average number

of school counselors on staff was 3.56 (*SD* = 2.33, range 1-15).

Table 2

Participants' Occupational Characteristics by Frequency / Means, Standard Deviations, and Ranges (n=494)

Variable	N	%	M	SD	Range
Current Certifications*					
LPC	77	15.6			
LMFT	3	0.6			
LSW	7	1.4			
LMHPC	2	0.4			
Licensed Psychologist	2	0.4			
NCC	100	202			
NCSC	29	5.9			
None	186	37.7			
Other	183	37			
Years of Secondary School Counseling Experience			10.23	6.74	1-40
Current Caseload					
0-50	10	2			
51-100	7	1.4			
101-150	34	6.9			
151-200	36	7.3			
201-250	54	10.9			
251-300	82	16.6			
301-350	70	14.2			
351-400	69	14			
401-450	54	10.9			
451-500	31	6.3			
501-550	19	3.8			
551-600	10	2			
600	18	3.6			
Work Setting					
Urban	112	22.7			
Suburban	219	44.3			
Rural	163	33			
Type of School Environment					
Public	433	87.7			
Private	20	4			
Charter	21	4.3			
Faith-based	17	3.4			
Other	3	0.6			
Percentage of Students on Free/Reduced Lunch			39.51	28.13	1-100
Population of School			1050.98	7.047	1-1500
Number of Full-Time Secondary School Counselors			3.56	2.33	1-15

*Participants were asked to choose all that applied to them; therefore, resulting frequencies are greater than the number of participant.

Participants also reported on their attendance at continuing education and perceptions of administrative support, counseling supervision, role ambiguity, and role conflict (see Table 3). The majority of participants indicated they attended continuing education opportunities every three months (34.6%) and indicated that they felt that administration supports them most of the time (36.6%). An majority of participants indicated that they almost never participate in supervision as a supervisee (58.7%). Participants varied regarding their perceptions of role ambiguity: 19.2% indicated that they almost never have role ambiguity, while another 15% indicated they feel role ambiguity at least once a week. Nearly one-third of participants indicated that they feel role conflict at least daily (30.6%).

Table 3

Participants' Perceptions of Continuing Education, Administrative Support, Supervision, Role Ambiguity, and Role Conflict by Frequency (n=494)

Variable	N	%
Frequency of Continuing Education Opportunities		
Almost Never	22	4.5
Once a Year	84	17
Once Every 6 Months	142	28.7
Once Every 3 Months	171	34.6
Once a Month	75	15.2
Perception of Administrative Support		
Almost Never	10	2
Rarely	33	6.7
Sometimes	130	26.3
Most of the Time	181	36.6
Almost Always	140	28.3
Participation in Supervision as a Supervisee		
Almost Never	290	58.7
Once a Year	37	7.5
Once Every 6 Months	45	9.1
Once Every 3 Months	35	7.1
Once a Month	37	7.5
2-3 Times a Month	25	5.1
Once a Week	18	3.6
Daily	7	1.4
Amount of Role Ambiguity		
Almost Never	95	19.2
Once a Year	29	5.9
Once Every 6 Months	44	8.9
Once Every 3 Months	41	8.3
Once a Month	66	13.4
2-3 Times a Month	73	14.8
Once a Week	74	15
Daily	72	14.6
Amount of Role Conflict		
Almost Never	38	7.7
Once a Year	17	3.4
Once Every 6 Months	27	5.5
Once Every 3 Months	42	8.5
Once a Month	58	11.7
2-3 Times a Month	64	13
Once a Week	97	19.6
Daily	151	30.6

Procedures

All procedures and protocol related to data collection were reviewed and approved by the University of New Orleans Committee for the Protection of Human Subjects in Research (IRB) (see Appendix A). After IRB approval was obtained, data were collected from professional secondary school counselors listed in the American School Counselor Association (ASCA) on-line directory.

All professional secondary school counselors with valid email addresses who were members of ASCA were sampled to ensure an adequate representation from the population. An electronic communication (see Appendix G) containing no distinguishing information was sent to 5,003 ASCA professional secondary school counselors who had supplied their email addresses to the directory. The email message included a study description, a participant anonymity statement, consent form to participate, and directions to access the survey via a secured electronic link generated by Qualtrics^{TM}. All potential participants were sent a "reminder" email message after two weeks, thanking those who had already participated and encouraging those who had not responded to participate (see Appendix H). The end of data collection was announced by a final email message. The final email thanked those who participated in the study and informed participants of the opportunity to request an email summary of the results of the study (see Appendix I). The survey ran for one month.

Participants, after opening the on-line version of the survey, were asked to provide demographic information including age, gender, ethnicity, and highest education level. Next, participants were asked to provide occupational information including certification/licensure,

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years as a school counselor, caseload, type of school, work setting, school population, number of school counselors in their school, current supervision status, continuing education, role ambiguity and role conflict to provide descriptive data. Following the demographic and occupational information, the survey presented the SCPIS and the MBI-HSS. The last question on the survey allowed for participants to provide a free response to communicate their perceptions of the implementation of the ASCA National Model and/or burnout in professional secondary school counselors. Once all questions were answered, the survey thanked participants for their time and offered participants an opportunity to receive a summary of the study's results by submitting an email to the researcher.

A tailored design method was used in the survey to establish trust and increase the perceived benefits of completing the survey (Dillman et al., 2009). To establish trust, the importance of the research was conveyed and confidentiality was ensured (Dillman et al., 2009). To increase participation, information about the survey included estimated time to complete the survey, the questionnaire attempted to be interesting to this particular population, and positive regard and gratitude were used in all communication efforts with participants (Dillman et al., 2009). The participants had four weeks to respond. The survey was conducted via email; the participating ASCA professional secondary school counselors were asked to visit a website link associated with Qualtrics^{TM}. The use of the Qualtrics^{TM} web site served various advantages including (a) the survey was quickly administered and anonymous, (b) no return mailing was necessary, and (c) the results were entered into a database spreadsheet. The survey was an aggregation of well-accepted and validated instruments: a researcher-developed instrument

containing requests for demographic and occupational information, the School Counseling

Program Implementation Survey (SCPIS), and the Maslach Burnout Inventory-Human Services

Survey (MBI-HSS). The results of the survey were organized into a computer-based spreadsheet

and statistical analyses were performed.

Instruments

Three instruments were used to collect the data including a survey containing requests for

demographic and occupational information, the School Counseling Program Implementation

Survey (SCPIS), and the Maslach Burnout Inventory-Human Services Survey (MBI-HSS). The

demographic and occupational survey was created by the researcher based on available literature

(see Appendix B). The SCPIS was located at http://www.umass.edu/schoolcounseling/school-

counseling-program-implementation-survey.php and is available for free use (see Appendix D).

The researcher contacted the author of the SCPIS and received permission for use in this study

(see Appendix C). Finally, the MBI-HSS was purchased through

http://www.mindgarden.com/products/mbi.htm and copyright permission was obtained through

the purchase (see Appendices E, F). The survey combined the content areas including

demographic variables, occupational variables, implementation of the ASCA National Model,

and burnout.

Table 4
Survey Description: Questions, Variable, and Measurement Instrument

Questions	Variable	Measurement Instrument
1-4	Demographic	Standard questions from the literature
5-17	Occupational	Standard questions from the literature
18-35	ASCA National Model	School Counseling Program Implementation Survey (SCPIS)
36-58	Burnout	Maslach Burnout Inventory-Human Services Survey (MBI-HSS)

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Demographic and Occupational Variables.

Variables that had been shown to significantly influence burnout levels in previous research studies were included in this study. The demographic and occupational variables were used to discover factors that are related to burnout. This information was used to construct the independent variables. The demographic variables included: (a) age, (b) gender, (c) ethnicity, and (d) highest education level. The occupational variables included (a) certification/licensure, (b) years as a professional school counselor, (c) number of students / caseload, (d) work setting (urban, suburban, rural), (e) type of school (public, private, charter, non-secular, faith-based, other), (f) percentage of student on free/ reduced lunch program, (g) school population, (h) number of school counselors on staff, (i) recent continuing education, (j) perceived administrative support, (k) current supervision status, (l) perceived role ambiguity, (m) perceived role conflict, and (n) perceived inappropriate job duties.

Table 5

Instrument Development—Demographic and Occupational Variables.

Questions	Variable	Established Literature
1	Age	Bryant & Constantine (2006); Butler & Constantine (2005); Cervoni & DeLucia-Waack (2011); Culbreth et al. (2005); Lambie (2007)
2	Gender	Bryant & Constantine (2006); Butler & Constantine (2005); Cervoni & DeLucia-Waack (2011); Lambie (2007)
3	Ethnicity	Lambie (2007); McCarthy et al. (2010)
4	Highest educational level	Cervoni & DeLucia-Waack (2011); Lambie (2004); Rayle (2006); Yildirim (2008)
5-6	Years as Professional School Counselor	Butler & Constantine (2005); Cervoni & DeLucia-Waack (2011); Yildirim (2008)
7	Number of students/ caseload	American School Counselor Association (2012); Gunduz (2012); McCarthy et al. (2010); Smith (2011)
8-12	Work setting	Butler & Constantine (2005); Falls & Nichter (2007)
13	Recent continuing education	American School Counselor Association (2012); Burkard et al. (2012); Curry & Bickmore (2012); Dahir et al. (2009); Howel et al. (2007); Kirk-Brown & Wallace (2004); Wachter et al. (2008)
14	Administrative support	Ametea & Clark (2005); Culbreth et al. (2005); Bickmore (2012); Dodson (2009); Lambie & Williamson (2004); Lawson (2007); McCarthy et al. (2010); Wilkerson & Bellini (2006); Wingfield et al. (2010); Yildirim (2008)
15	Current supervision status	Bryant & Constantine (2006); Culbreth et al. (2005); Curry & Bickmore (2012); Lambie & Williamson (2004); McCarthy et al. (2010); Moyer (2011); Wilkerson & Bellini (2006)
16	Role ambiguity	Cervoni & DeLucia-Waack (2011); Culbreth et al. (2005); Falls & Nichter (2007)
17	Role conflict	Bryant & Constantine (2006); Cervoni & DeLucia-Waack (2011); Culbreth et al. (2005); Lambie & Williamson (2004)
16, 17	Inappropriate job duties	Baggerly & Osborn (2006); Cervoni & DeLucia-Waack (2011); Falls & Nichter (2007); McCarthy et al. (2010); Moyer (2011); Rayle (2006)

SCPIS for the Implementation of the ASCA National Model.

The School Counseling Program Implementation Survey (SCPIS), originally created by

Elsner and Carey (2005), focuses on the characteristics of the ASCA National Model; many other

school program evaluation instruments are based on traditional comprehensive school counseling

programs (as cited in Clemens, Carey, and Harrington, 2010). The SCPIS may help school

counselors see the strengths and weaknesses in their school-wide counseling program initiatives based on the ASCA National Model (Clemens et al., 2010).

The SCPIS is an 18-item self-administered questionnaire and takes approximately 10 minutes to complete (Elsner & Carey, 2005). The statements are based on school counselors' experiences related to the implementation of the ASCA National Model in their schools (Elsner & Carey, 2005). Sample statements include, "A written mission statement exists and is used as a foundation by all counselors," "School counselors job descriptions match actual duties," and "Needs assessments are completed regularly and guide program planning." The scale measures the degree to which statements are currently implemented in a school counselor's comprehensive school counseling program using a 4-point Likert scale where: 1 = *not present*, 2 = *development in progress*, 3 = *partly implemented* and 4 = *fully implemented*. The SCPIS is valid, reliable, and easy to administer and is free for use from http://www.umass.edu/schoolcounseling/uploads/SCPIP.doc (Elsner & Carey, 2005). Permission was obtained from author John Carey to use the SCPIS for this study (see Appendix C).

Development of the SCPIS. The initial scale was developed to research if school counselors were able to identify which aspects of the ASCA National Model were existent or nonexistent at their schools (Clemens et al., 2010). After an extensive literature review, the researchers developed 25 items. An expert panel reviewed all items and verified their relevance by comparing them to the ASCA National Model and to comprehensive counseling programs (Clemens et al., 2010). A pilot study was completed with 60 school counselors who were participants at a state school counseling association conference. Based on the pilot study results,

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five items were dropped based on internal consistency reliability and low correlations. The Cronbach's alpha internal consistency reliability estimate for the remaining 20 items was .81 which is considered an acceptable level (Clemens et al., 2010).

After the initial study, an exploratory factor analysis was performed using two different data collection sources. The simultaneous samples included (a) a random cluster sample from 23 school districts from three southeastern states with a total of 637 counselors invited to participate and a true sampling frame of 580 school counselors, with a response rate of 35.66%, and (b) a state-wide evaluation project in a Midwestern state with a total of 322 school counselors invited to participate and 136 school counselors completing the questionnaire, with a 42.24% response rate (Clemens et al., 2010). Several statistical tests were performed, including the Kaiser-Meyer-Olin (KMO), Bartlett's test, and exploratory factor analysis. The KMO calculated the individual and multiple variables and represents the ratio of the squared correlation between variables to the squared partial correlation between variables (Fields, 2009). The KMO was .89 which is a very acceptable value indicating that the factor analysis was distinct and reliable (Clemens et al., 2010). Bartlett's test examines whether a variance-covariance matrix is proportional to an identity matrix (Fields, 2009). Bartlett's test was significant, indicating that the compiled data were suitable for factor analysis operations (Clemens et al., 2010).

Based on these measurements, the researchers continued their analysis by utilizing an exploratory factor analysis. Exploratory factor analysis is a statistical technique that tries to explain how well various items are related to one another, creating clusters or factors which represent several different variables (Fields, 2009) The goal is to find what questions are related

to one another by a more general term (Fields, 2009). Therefore, this statistical procedure was the appropriate technique for the researchers to use to assess the SCPIS.

Clemens et al. (2010) conducted a four-factor model test first to see if more parsimonious models could be determined to best explain the data, as compared to less complex models (Clemens et al., 2010). All models were initially run with 18 items, as 2 items were dropped because of communality (Clemens et al., 2010). A four-factor solution found 55% of variance of the intercorrelation matrix and did not prove to be a possible solution due to cross-load on the third factor (Clemens et al., 2010). The three-factor model found 53% variance and a second three-factor model was run with 17 items to explore the problematic item from factor two (Clemens et al., 2010).   Finally, a two-factor model was performed with 47% of the variance accounted for in the intercorrelation matrix (Clemens et al., 2010). Through these statistical procedures, it can be assumed that the SCPIS is a valid instrument for assessing the ASCA National Model (Clemens et al., 2010).

For the three-factor model, the three factors include: Factor one, implementation of the program; Factor two, use of data for school improvement; and Factor three, service delivery (Clemens et al., 2010). The internal consistency of these factors showed that the questionnaire can be used for further research purposes and held a Cronbach's alpha range from .79 to .83 (Clemens et al., 2010). The two-factor model looks more for program outcomes with Factor one, holistic approach to program implementation, and Factor two, use of data for school improvement (Clemens et al., 2010). No items cross-load in the two-factor model, unlike the

three-factor model. Cronbach's alphas range from .83 to .87, and therefore are reliable estimates and appropriate for further research (Clemens et al., 2010).

Both the three-factor and two-factor models show a substantial psychometric limitation based on the amount of variance. Through the analysis, preliminary evidence does exist for psychometric suitability, despite the small amount of variance explained by the factor solutions (Clemens et al., 2010). Although the researchers reference Scarborough's (2005) exploratory factor analysis of the SCARS with 47% variance as a point to showcase similar, valid findings, the true validity of the instrument may be questioned. The SCPIS was used for this study since it focused on the implementation of the ASCA National Model and is one of the few instruments available on the topic of implementation of comprehensive school counseling programs.

Scoring of the SCPIS. For this study, the two-factor model was calculated for the programmatic orientation by summing items 1, 3, 4, 5, 9, 10, and 14; and school counseling services is the sum total of items 2, 11, 12, 13, 18, 19, and 20 (Clemens et al., 2010). Higher scores indicate more fully implemented ASCA National Model programs. The school counselors' use of computer software (items 15-17) was not calculated as it was not important to the goals of this study.

MBI-HSS for Burnout.

The Maslach Burnout Inventory-Human Services Survey (MBI-HSS) is a 22-item self-administered questionnaire consisting of statements that range on a six-point, anchored response format (Maslach et al., 2010). For each statement the response choices are: 0 = *never*, 1 = *a few times a year or less*, 2 = *once a month or less*, 3 = *a few times a month*, 4 = *once a week*, 5 = *a*

few times a week, and 6 = *every day*. The statements are based on human service workers'

experiences related to work, and the people they interact with at work (Maslach et al., 2010).

Sample statements include, "I feel emotionally drained from my work," "I can easily understand

how my recipients feel about things," and "I feel as I treat some recipients as if they were

impersonal objects" (Maslach et al., 2010). The MBI-HSS is valid, reliable, and easy to

administer, and is available for purchase at www.mindgarden.com/products.mbi.htm (Maslach et

al., 2010).

The construct of burnout should be viewed as a continuous variable with various degrees

of experiences and should not be viewed as a dichotomous variable. According to the MBI

scoring manual, scores should be reported using original numerical scores instead of categories

of low, average, and high so that the power of statistical analysis is stronger (Maslach et al.,

2010). The questionnaire takes between 10 to 15 minutes to complete.

Development of the MBI. The MBI was created based on research from a

selection of surveys, interviews, and questionnaires from an exploratory search on burnout

(Maslach et al., 2010). Participants in the initial sample of 605 people worked in occupations

where workers would deal directly with clients about issues (Maslach et al., 2010). The

exploratory version of the MBI contained 47 items and assessed the frequency of feelings

surrounding human service workers' relationships and work (Maslach et al., 2010). The

researchers selected to assess frequency because (a) the frequency format is unlike other self

report measures on attitudes and feelings, and (b) the scale is more standardized (Maslach et al.,

2010).

Factor analysis with principal factoring with iteration and an orthogonal, varimax rotation were used for the initial analysis which found that ten factors accounted for over three-fourths of the variance (Maslach et al., 2010). Based on the selection criteria, the researchers reduced the items from 47 to 25. A new sample of 420 participants received the revised questionnaire. The researchers found results similar to the initial data; therefore, the researchers combined the data to create a combined sample of 1,025 (Maslach et al., 2010). From this united sample, a principal factor with iteration and an orthogonal rotation yielded a four-factor solution. However, only three of these factors had eigenvalues greater than unity and were considered subscales of the MBI-HSS (Maslach et al., 2010). Through statistical analysis, Maslach et al. (2010) created a significant instrument that can be used to measure the construct of burnout.

Maslach et al. (2010) confirmed their instrument based on replication and confirmatory factor analysis on the MBI-HSS by (a) Aronin and Kubelun (1981) on school psychologists, (b) Belcastro, Gold, and Hays (1983) on teachers, and (c) King and Beehr (1983) on therapists to support the three-factor model of burnout. Based on the longitudinal nature of the MBI-HSS, there has been a high degree of consistency within each subscale making it a reliable tool (Maslach et al., 2010). The reliability coefficients for the three sub-scales were .90 for EE, .79 for Dp, and .71 for PA with a standard error of measurement of 3.80 for EE, 3.16 for Dp, and 3.73 for PA (Maslach et al., 2010). Five samples reported data on test-retest reliability of the MBI-HSS, and all samples found a high degree of consistency and stability within each sub-scale. In addition, the MBI-HSS had convergent and discriminate validity.

MBI Sub-Scales. As a result of the factor analysis on the instrument, the MBI-HSS defined three subscales related to the assessment for burnout (Maslach et al., 2010). The researchers found two main related aspects of burnout: increased feelings of emotional exhaustion, and the development of depersonalization (Maslach et al., 2010). The third aspect of burnout is reduced personal accomplishment. Emotional exhaustion (EE), depersonalization (Dp), and personal accomplishment (PA) are interrelated regarding the construct of burnout (Maslach et al., 2010).

The EE sub-scale includes nine items assessing for emotionally overextended feelings and work exhaustion of a human services provider. The Dp sub-scale includes five items that assess for the human service provider's impersonal, unresponsive actions towards clients. The PA sub-scale includes eight items that assess for successful feelings and perceived competence at work of human service providers (Maslach et al., 2010). EE and Dp have a moderate correlation, and are similar in that a high mean score corresponds to a higher degree of burnout; whereas PA is independent of the EE and Dp subscales, and a low mean score corresponds to a higher degree of burnout (Maslach et al., 2010). Through these subscales, the various features of experienced burnout can be assessed independently.

A high degree of burnout is defined as high scores in EE and Dp with a low score in PA. Average burnout is defined as average scores of all three subscales. Finally, a low degree of burnout is defined as low scores in EE and Dp with a high score in PA (Maslach et al., 2010). If scores are in the upper third of the normative distribution they are considered high, in the lower third of the normative distribution they are considered low, and in the middle third considered

average. The mutual significance for each subscale is the focus on service relationships within

the workplace (Maslach et al., 2010).

MBI Versions. Since the development of the original MBI in 1981, three versions have

been established including Human Services Survey (MBI-HSS), the Educators Survey (MBI-

ES), and the General Survey (MBI-GS). The MBI-HSS is the original measure designed for

human service professionals (Maslach et al., 2010). The MBI-ES is an adaptation of the MBI-

HSS with slight modifications of questionnaire items to target educators, specifically. The MBI-

GS is a new format with significant modifications from the MBI-HSS, added to the third edition

of the manual for use with other occupations. The MBI manual reviews all three versions, the

current literature on burnout, and implications for future research (Maslach et al., 2010). If a

researcher wants to evaluate the relationship between people and work for a professional, the

MBI-HSS is the appropriate tool. This is because the MBI-HSS concentrates more on the

interaction between the helper and recipient (Maslach et al., 2010). Therefore, since professional

secondary school counselors work directly with students in a counselor-client relationship, the

MBI-HSS was a better fit for this study than the MBI-ES and the MBI-GS.

Scoring of the MBI-HSS. The MBI-HSS has three sub-scores calculated for EE, Dp,

and PA. The average rating rather than the total was reported for each sub-score. To determine

the average for each sub-scale, the total was divided by the number of items responded to. In

general the EE scale contained 9 items categorized as high (27 or over), moderate (17-26), and

low (0-16). The Dp scaled contained 5 items categorized as high (13 or over), moderate (7-12),

and low (0-6). Finally, the PA scale contained 8 items, is interpreted in the opposite direction

from previous scales, and is categorized as high (0-31), moderate (32-38), and low (39 or over).

A categorization of MBI Scores by occupational subgroups was also calculated and available in the manual. For the occupational subgroup, Mental Health, the EE scale was categorized as high (21 or over), moderate (14-20), and low (0-13); the Dp scale was categorized as high (8 or over), moderate (5-7), and low (0-4); and the PA scale was categorized as high (0-28), moderate (29-33), and low (34 or over) (Maslach et al., 2010).

Data Analysis

A survey method, using a correlational design, was used to investigate the relationships between the dependent variables and independent variables. The correlational design is often used for descriptive research in determining the level of relationships that exist between the variables. The primary benefit was that it permitted the examination of the relationships among a large number of variables in this study. The primary disadvantage was the lack of causal inference. Therefore, any relationship found in this study should be considered correlational (Fields, 2009).

The utilization of simple descriptive analysis (i.e, measures of central tendency and variability) and inferential statistical analysis determined the significance of the MBI-HSS scores. MBI-HSS sub-scale scores were computed and compared to the normative data provided in the MBI manual. Since the instrument utilized a Likert scale, a Spearman's rho correlation was used to assess the relationship between the variables (Fields, 2009). The Spearman's rho correlation was performed to find relationships between burnout and implementation of the ASCA National Model, as well as to find relationships between burnout and demographic/ occupational variables and implementation of the ASCA National Model and demographic/ occupational variables.

Multiple regression techniques were used to predict MBI-HSS scores, based on the recommendation from the MBI manual, "the factors that best predict MBI-HSS scores can be assessed by multiple regression techniques" (Maslach et al., 2010, p. 8). The purpose of the multivariate regression equation is that it allows the trends or regression slopes of one variable to be examined against the regression slopes of another (Fields, 2009). In addition, certain variables were isolated or controlled; thus their proportional influence on each other could be accurately assessed. In particular, a hierarchical regression analysis was performed to analyze the individual and cumulative contributions made by the independent variables to each of the dependent variables, based on the available research regarding burnout in professional secondary school counselors. A Durbin-Watson Test was then utilized to test for serial correlations between errors in the various regression models created (Fields, 2009). Through using these statistical methods, I was able to determine whether the results can be generalized beyond the sample to a wider population.

The data from the survey were logged into an Excel spreadsheet. The Statistical Package for Social Sciences (SPSS-Version 22) was used to run analyses on the data.

Research Question 1

What was the degree of burnout, as measured by the Maslach Burnout Inventory (MBI-HSS), among a national sample of professional secondary school counselors?

Research Hypothesis 1: It was hypothesized that there would be moderate-to-high levels of burnout in a national sample of professional secondary school counselors based on previous literature.

Data Analysis

Descriptive statistics were computed to examine the MBI-HSS survey items #36-58 to measure degree of burnout on three subscales of the MBI-HSS including the EE, Dp, and PA.

Research Question 2

What was the level of implementation of the ASCA National Model, as measured by the School Counseling Program Implementation Survey (SCPIS), among a national sample of professional secondary school counselors?

Research Hypothesis 2: It was hypothesized that there would be a partially implemented level of implementation of the ASCA National Model of a national sample of professional secondary school counselors.

Data Analysis

Descriptive statistics were computed to examine the SCPIS survey items #18-35 to measure level of implementation of the ASCA National Model on two subscales of the SCPIS including program orientation and school counseling services.

Research Question 3

Was there a significant relationship between the levels of implementation of the ASCA National Model and the degree of burnout among professional secondary school counselors, as measured by the individual item-level responses of the MBI-HSS and the SCPIS?

Research Hypothesis 3: It was hypothesized that there would be a statistically significant relationship between the degree of burnout and the level of implementation of the ASCA

National Model; that is, lower scores on burnout on the MBI-HSS would be associated with implementation (partly implemented or fully implemented) on the SCPIS.

Data Analysis

A Spearman's rho correlation was used to analyze a comparison of the means for the SCPIS and the three sub-scales of the MBI-HSS.

Research Question 4

What amount of variance did the three independent variable sets (demographics, occupation, and ASCA National Model) contribute both individually and together to the outcome dimension of burnout as measured by the MBI-HSS?

Research Hypothesis 4: It was hypothesized that all three independent variable sets would contribute to the outcome dimensions of burnout as measured by the MBI-HSS.

Data Analysis

A hierarchical multiple regression was conducted to determine both the separate and the combined contributions that each independent variable set made to the outcome measures on the MBI-HSS.

Research Question 5

What were the most influential predictors of burnout for professional secondary school counselors among the three variable sets?

Research Hypothesis 5: It was hypothesized that implementation of the ASCA National Model and appropriate job duties, based on previous literature, would be the most influential predictors of burnout for professional secondary school counselors.

Data Analysis

A hierarchical multiple regression model identified the most influential individual variables in predicting the outcome in the final model based on beta coefficients.

Research Question 6

Was there a significant relationship between the demographic and occupational variables of professional secondary school counselors and burnout?

Research Hypothesis 6: It was hypothesized that there would be a statistically significant correlation between demographic and occupational variables of professional secondary school counselors and burnout.

Data Analysis

A Spearman's rho correlation was performed to measure the relationship between the demographic and occupational variables and burnout in professional secondary school counselors.

Research Question 7

Was there a significant relationship between the demographic and occupational variables of professional secondary school counselors and the implementation of the ASCA National Model?

Research Hypothesis 7: It was hypothesized that statistically significant relationships would be found between demographic and occupational variables of professional secondary school counselors and the implementation of the ASCA National Model.

Data Analysis

A Spearman's rho correlation was performed to measure the relationship between the demographic and occupational variables and implementation of the ASCA National Model in professional secondary school counselors.

CHAPTER FOUR

RESULTS

The results of this study are presented in two sections in this chapter. The first section provides analysis of the seven research questions and analysis of the one, open-ended qualitative question from the survey. The second section provides a summary of the findings. The purpose of this study was to examine the relationship between the implementation of the ASCA National Model and the level of burnout in participants who identified themselves as professional secondary school counselors and as members of the American School Counselor Association (ASCA). The study also sought to determine the relationship of demographic and occupational variables to the implementation of the ASCA National Model and level of burnout.

Analysis of Research Questions

Research Question 1

Research question 1 examined the degree of burnout, as measured by the Maslach Burnout Inventory (MBI-HSS), among a national sample of professional secondary school counselors. *Hypothesis 1* stated that there would be moderate-to-high levels of burnout in a national sample of ASCA professional secondary school counselors, based on previous literature.

Findings. Descriptive statistics were computed to measure the degree of burnout. The MBI-HSS scale assessed frequency of burnout on a scale where 0 = *never*, 1 = *a few times a year or less*, 2 = *once a month or less*, 3 = *a few times a month*, 4 = *once a week*, 5 = *a few times a week*, and 6 = *every day*. Burnout scores were obtained using the three MBI-HSS subs scales of emotional exhaustion (EE), depersonalization (Dp), and personal accomplishment (PA). The

scores were compared to the Mental Health Occupational Subgroup on the MBI-HSS. For the

Mental Health subgroup, the EE scale categorized as high burnout (21 or over), moderate

burnout (14-20), and low burnout (0-13); the Dp scale categorized as high burnout (8 or over),

moderate burnout (5-7), and low burnout (0-4); and the PA scale categorized as high burnout (0-

28), moderate burnout (29-33), and low burnout (34 or over) (Maslach et al., 2010). The PA

scores are interpreted in the opposite direction of the EE and Dp scores. A high degree of

burnout is determined when there are high scores in both EE and Dp, and a low score in PA. A

low degree of burnout is determined when there are low scores in both EE and Dp, and a high

score in PA. An average degree of burnout is determined when all three sub-scales are moderate

score averages.

  The mean EE (emotional exhaustion) score for all respondents was 3.52 (*SD* = 1.36),

with a total score of 31.7 indicating a high level of EE for both mental health and the overall

MBI sample. This indicated that participants felt emotional exhaustion a few times a month on

average. The mean Dp (depersonalization) score was 2.06 (*SD* = 1.01), with a total score of

10.28 indicating a high level of Dp for mental health, yet a moderate level of Dp for the MBI

overall sample. This indicated that participants felt depersonalization once a month or less on

average. The mean PA (personal accomplishment) score was 5.96 (*SD* = 0.76), with a score of

47.72 indicating a low level of PA for both mental health and the overall MBI sample. This

indicated that participants felt personal accomplishment a few times a week to almost daily on

average. *Hypothesis 1* was accepted regarding high levels of burnout on the emotional

exhaustion and depersonalization scale, and was rejected on the personal accomplishment scale.

Table 6

MBI-HSS Scores by Total Scores, Means and Standard Deviations (n=494)

Subscale	Total Score	*M*	*SD*
Emotional Exhaustion	31.7	3.52	1.36
Depersonalization	10.28	2.06	1.01
Personal Accomplishment	47.72	5.96	0.76

*For total scores, the EE scale was categorized as high (21 or over), moderate (14-20), and low (0-13). The Dp scale was categorized as high (8 or over), moderate (5-7), and low (0-4). The PA scale was categorized as high (0-28), moderate (29-33), and low (34 or over) (Maslach et al., 2010).

Research Question 2

Research question 2 examined the level of implementation of the ASCA National Model, as measured by the School Counseling Program Implementation Survey (SCPIS), among a national sample of professional secondary school counselors. *Hypothesis 2* stated that there would be a partly-to-fully implemented level of implementation of the ASCA National Model of a national sample of ASCA professional secondary school counselors.

Findings. Descriptive statistics were computed to measure implementation of the ASCA National Model. The SCPIS questionnaire was used to obtain participants' implementation of the ASCA National Model scores. The SCPIS scores ranged from 1-4, with 1 = *not present*, 2 = *development in progress*, 3 = *partly implemented*, and 4 = *fully implemented*. For this study, the two-factor model was calculated for program orientation by summing items 1, 3, 4, 5, 9, 10, and 14; and for school counseling services by summing items 2, 11, 12, 13, 18, 19, and 20 (Clemens et al., 2010). Higher scores indicated more fully implemented ASCA National Model programs.

The mean SCPIS value indicated the level of the implementation of the ASCA National Model was between "development in progress" and "partly implemented" (*M* = 2.85, *SD* = 0.64). Similar results were found for the two subscales, including the program orientation subscale (*M* = 2.58, *SD* = 0.79) and the school counseling services subscale (*M* = 2.84, *SD* = 0.70).

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Hypothesis 2 was rejected, as the results indicated that participants perceived the implementation of the ASCA National Model as transitioning from "development in progress" to "partly implemented."

Table 7
SCPIS Scores by Means, Standard Deviations, and Ranges (n=494)

Subscale	*M*	*SD*	Range
Program Orientation	2.58	0.79	1-4
School Counseling Services	2.84	0.70	1-4
Total	2.85	0.64	1.15-4.00

*For mean scores, 1 = not present, 2 = development in progress, 3 = partly implemented, 4 = fully implemented.

Research Question 3

Research question 3 investigated the relationship between the levels of implementation of the ASCA National Model and the degree of burnout among professional secondary school counselors, as measured by the individual item-level responses of the MBI-HSS and the SCPIS. *Hypothesis 3* stated that there would be a statistically significant relationship between the degree of burnout and the level of implementation of the ASCA National Model; that is, lower scores on burnout on the MBI-HSS would be associated with implementation (*partly implemented* or *fully implemented*) on the SCPIS.

Findings. A Spearman's rho correlation coefficient was calculated for the relationship between participants' implementation of the ASCA National Model and degree of burnout, based on three sub-scales (EE, Dp, and PA). For emotional exhaustion, a weak inverse correlation was found (ρ (492) = -.26, *p* < .00), indicating a significant relationship between the two variables (see Table 8). Implementation of the ASCA National Model by participants was associated with reduced emotional exhaustion. For depersonalization, a weak inverse correlation was found (ρ

(492) =   -.19, $p < .00$), indicating a significant relationship between the two variables (see Table

8). Implementation of the ASCA National Model by participants was associated with reduced

depersonalization. For personal accomplishment, a moderate positive correlation was found (ρ

(492) = .31, $p < .00$), indicating a significant relationship between the two variables (see Table

8). Implementation of the ASCA National Model by participants was associated with increased

personal accomplishment. *Hypothesis 3* was accepted; a relationship was found between burnout

and the implementation of the ASCA National Model, although only weak to moderate

correlations were found.

A Spearman's rho correlation coefficient was calculated for the relationship between

program orientation of the ASCA National Model and degree of burnout, based on the three sub-

scales of burnout (see Table 8). For emotional exhaustion, a weak inverse correlation was found

(ρ (492) = -.16, $p < .00$), indicating a significant relationship between the two variables (see

Table 8). Program orientation of the ASCA National Model was associated with reduced

emotional exhaustion. For depersonalization, a weak inverse correlation was found (ρ (492) = -

.15, $p < .00$), indicating a significant relationship between the two variables (see Table 8).

Program orientation of the ASCA National Model by participants was correlated with reduced

depersonalization. For personal accomplishment, a weak positive correlation was found (ρ (492)

= .25, $p < .00$), indicating a significant relationship between the two variables (see Table 8).

Program orientation of the ASCA National Model by participants was associated with increased

personal accomplishment. *Hypothesis 3* was accepted; a significant relationship was found

between burnout and the program orientation sub-scale of the implementation of the ASCA

National Model, although the correlations were weak.

A Spearman's rho correlation coefficient was calculated for the relationship between

school counseling services of the ASCA National Model and degree of burnout, based on the

three sub-scales of burnout (see Table 8). For emotional exhaustion, a moderate inverse

correlation was found (ρ (492) = -.35, $p < .00$), indicating a significant relationship between the

two variables (see Table 8). For depersonalization, a weak inverse correlation was found (ρ

(492) = -.22, $p < .00$), indicating a significant relationship between the two variables (see Table

8). For personal accomplishment, a moderate positive correlation was found (ρ (492) = .34, $p <$

.00), indicating a significant relationship between the two variables (see Table 8). *Hypothesis 3*

was accepted; a significant relationship was found between burnout and the school counseling

services sub-scale of the implementation of the ASCA National Model, although only weak to

moderate correlations were found.

Table 8

Spearman's rho Correlation Coefficients for the Relationship between MBI-HSS and SCPIS

Variable	SCPIS Total		Program Orientation		SC Services	
	ρ	p	ρ	p	ρ	p
Emotional Exhaustion MBI-HSS Sub-scale	-.26	.00*	-.16	.00*	-.35	.00*
Depersonalization MBI-HSS Sub-scale	-.19	.00*	-.15	.00*	-.22	.00*
Personal Accomplishment MBI-HSS Sub-scale	.31	.00*	.25	.00*	.34	.00*

*Correlation is significant at the 0.01 level (2-tailed).

Research Question 4

Research question 4 assessed the amount of variance between the three independent

variable sets (demographics, occupation, and ASCA National Model) and the contribution both

individually and together to the outcome dimension of burnout as measured by the MBI-HSS.

Hypothesis 4 stated that all three independent variable sets would contribute to the outcome dimensions of burnout as measured by the MBI-HSS.

      Findings. To analyze the research question and its associated hypothesis, a three-step hierarchical multiple linear regression model was employed. Because the MBI-HSS utilizes three sub-scales, a regression model was analyzed for each sub-scale. For each sub-scale, the same variables were entered in three steps, resulting in three models of varying strength (see Table 9). Model 1 included the demographic variables of age, gender, ethnicity, and education level. Model 2 added the occupational variables of certifications, years in profession, work setting, type of school, percentage of free/reduced lunch, population of school, caseload, number of counselors, continuing education, administrative support, supervision role ambiguity, and role conflict. Finally, Model 3 added the mean score of the SCPIS which measured the level of implementation of the ASCA National Model.

      For emotional exhaustion and Model 1, the regression equation was not significant ($F(4, 489) = 1.69$, $p > .05$) with the coefficient of determination, R^2, of .01. A significant regression equation was found for emotional exhaustion and Model 2 ($F(25, 468) = 12.58$, $p < .00$) with the R^2 of .39, which contributed 40% to the overall variation in emotional exhaustion scores. Emotional exhaustion and Model 3 was significant ($F(28, 465) = 11.52$, $p < .00$) with the coefficient of determination, R^2 of .41 (see Table 9). The Durbin-Watson was at 1.97 which is close to 2.00, suggesting that there was no correlation between the residuals. *Hypothesis 4* was rejected with respect to a relationship between the demographic variables and emotional exhaustion, and was accepted with respect to relationships between the occupational variables

and emotional exhaustion, and implementation of the ASCA National Model variables and emotional exhaustion.

For depersonalization and Model 1 the regression equation was significant ($F(4, 489) =$ 2.97, $p < .05$) with the R^2 of .02. A significant regression equation was found for depersonalization and Model 2 ($F(25, 468) = 4.63$, $p < .00$) with the R^2 of .20, which contributed 20% to the overall variation in depersonalization scores. Depersonalization and Model 3 was significant ($F(28, 465) = 4.30$, $p < .00$) with R^2 of .21 (see Table 9). The Durbin-Watson was at 2.02 which is close to 2.00, suggesting that there was no correlation between the residuals. *Hypothesis 4* was accepted with respect to a relationship between the demographic variables and depersonalization, the occupational variables and depersonalization, and implementation of the ASCA National Model variables and depersonalization.

For personal accomplishment and Model 1 the regression equation was not significant ($F(4, 489) = 2.07$, $p > .05$) with the R^2 of .02. A significant regression equation was found for personal accomplishment and Model 2 ($F(25, 468) = 3.63$, $p < .00$) with the R^2 of .16, which contributed 16% to the overall variation in personal accomplishment scores. Personal accomplishment and Model 3 was significant ($F(28, 465) = 4.30$, $p < .00$) with R^2 of .21 (see Table 9). The Durbin-Watson was at 2.11, suggesting that there was no correlation between the residuals. *Hypothesis 4* was rejected with respect to a relationship between the demographic variables and personal accomplishment, and the hypothesis was accepted with respect to relationships between the occupational variables and personal accomplishment, and implementation of the ASCA National Model variables and personal accomplishment.

Table 9

Three-Step Hierarchical Regression Models for Variables Predicting EE, Dp, and PA

Variable	EE				Dp				PA			
	R^2	Adj. R^2	p	ΔF	R^2	Adj. R^2	p	ΔF	R^2	Adj. R^2	p	ΔF
Demographic variables												
Model 1	.01	.00	.15	.15	.02	.02	.02	.02	.02	.01	.08	.08
Occupational variables												
Model 2	.40	.37	.00	.00	.20	.16	.00	.00	.16	.12	.00	.00
SCPIS variables												
Model 3	.41	.37	.00	.11	.21	.16	.00	.23	.21	.16	.00	.00

EE = emotional exhaustion on MBI-HSS sub-scale, Dp = depersonalization on MBI-HSS sub-scale, PA = personal accomplishment on MBI-HSS sub-scale.

Research Question 5

Research question 5 explored for the most influential predictors of burnout for professional secondary school counselors among the three variable sets. *Hypothesis 5* stated that implementation of the ASCA National Model and appropriate job duties, based on previous literature, would be the most influential predictors of burnout for professional secondary school counselors.

Findings. To analyze the research question and its associated hypothesis, the same three-step hierarchical multiple regression model was employed as was used to answer research question 4. Since the MBI-HSS utilizes three sub-scales, a regression model was analyzed for each sub-scale. For each sub-scale, the same variables were entered in three steps, resulting in three models of varying strength (see Table 10).

The most influential predictor with statistical significance regarding burnout in professional secondary school counselors for emotional exhaustion was age (β = -.11) for Model 1. For Model 2, age (β = -.12), years as a professional secondary school counselor (β = .11), administrative support (β = -.25), role ambiguity (β = .16), and role conflict (β = .35) were the

most influential predictors. For Model 3, the following variables were the most influential predictors with statistical significance: age (β = -.12), years as a professional secondary school counselor (β = .11), administrative support (β = .22), role ambiguity (β = .15), role conflict (β = .33), and school counseling services sub-scale of the SCPIS (β = -.28). *Hypothesis 5* was rejected. No significant predictors were found for emotional exhaustion.

The most influential predictor with statistical significance regarding burnout in professional secondary school counselors for depersonalization was age (β = -.13) for Model 1. For Model 2, age (β = -.18), years as a professional secondary school counselor (β = .19), continuing education (β = -.11), administrative support (β = -.18), role ambiguity (β = .15), and role conflict (β = .12) were the most influential predictors. For Model 3, the following variables were the most influential predictors with statistical significance: age (β = -.18), years as a professional secondary school counselor (β = .12), continuing education (β = -.10), administrative support (β = -.15), role ambiguity (β = .13), role conflict (β = .11), and school counseling services sub-scale of the SCPIS (β = -.28). *Hypothesis 5* was rejected; no significant predictors were found for depersonalization.

There were no influential predictors found for burnout and demographics for personal accomplishment in Model 1. The most influential predictors with statistical significance regarding burnout in professional secondary school counselors for personal accomplishment for Model 2 were: age (β = .12), education level (β = .10), continuing education (β = .10), administrative support (β = .22), and role ambiguity (β = -.13). For Model 3, the following variables were the most influential predictors with statistical significance: age (β = .15), and

administrative support (β = .13). *Hypothesis 5* was rejected; no significant predictors were found

for personal accomplishment.

Table 10

Influential Predictors of Burnout Based on Coefficients and Significance

	EE		Dp		PA	
Variable	B	*P*	B	*p*	β	*p*
Model 1: Demographics Variables						
Age	-.11	.02**	-.13	.01*	-	-
Model 2: Addition of Occupational Variables						
Age	-.12	.02**	-.18	.00*	.12	.04**
Highest Education Level	-	-	-	-	.10	.02**
Years as PSSC	.11	.02**	.19	.04**	-	-
School Population	.11	.10	-	-	-	-
Number of Counselors on Staff	-	-	-	-	.11	.15
Continuing Education	-	-	-.11	.01*	.10	.02**
Administrative Support	-.25	.00*	-.18	.00*	.22	.00*
Role Ambiguity	.16	.00*	.15	.01*	-.13	.03**
Role Conflict	.35	.00*	.12	.02**	-	-
Model 3: Addition of SCPIS Mean						
Age	-.12	.01*	-.18	.00*	.15	.01*
Years as PSSC	.11	.02**	.12	.03**	-	-
Continuing Education	-	-	-.10	.02**	-	-
Administrative Support	-.22	.00*	-.15	.00*	.13	.02**
Role Ambiguity	.15	.00*	.13	.03**	-	-
Role Conflict	.33	.00*	.11	.04**	-	-
SCPIS Mean	.30	.15	.35	.14	.12	.61
Program Orientation Sub-scale	-	-	-.18	.22	-	-
School Counseling Services Sub-scale	-.28	.03*	-.28	.05**	.19	.19

***Coefficient is significant at the 0.01 level. **Coefficient is significant at the 0.05 level. Values that were
not significant were not noted.

Research Question 6

Research question 6 examined the relationship between the demographic and

occupational variables of professional secondary school counselors and burnout. *Hypothesis 6*

stated that there would be a statistically significant correlation between demographic and

occupational variables of professional secondary school counselors and burnout.

Findings. A Spearman's rho correlation coefficient was calculated to analyze the

relationship between the demographic and occupational independent variable sets to burnout

based on the three sub-scales of the MBI (see Table 11).

For age and emotional exhaustion, a weak inverse correlation was found (ρ (492) = -.11,

$p < .02$), indicating a significant relationship between the two variables (see Table 8). A weak

positive relationship was found between current caseload and emotional exhaustion (ρ (492) =

.09, $p < .05$). A weak inverse relationship was found between work setting (rural, urban,

suburban) and emotional exhaustion (ρ (492) = -.11, $p < .01$). A moderate inverse relationship

was found between administrative support and emotional exhaustion (ρ (492) = -.40, $p < .00$). A

moderate positive relationship was found between role ambiguity and emotional exhaustion (ρ

(492) = .48, $p < .00$). A moderate positive relationship was found between role conflict and

emotional exhaustion (ρ (492) = .55, $p < .00$). *Hypothesis 6* was conditionally accepted for

relationships between emotional exhaustion and the independent variable sets. For demographic

variables, only age was found to have statistical significance, although the correlation was weak.

For occupational variables, work setting, administrative support, role ambiguity, and role conflict

were found to have statistical significance; only weak to moderate correlations were found.

For age and depersonalization, a weak inverse correlation was found (ρ (492) = -.14, $p <$

.02), indicating a significant relationship between the two variables (see Table 8). A weak

inverse relationship was found between gender and depersonalization (ρ (492) = -.10, $p < .04$). A

weak positive relationship was found between educational level and emotional exhaustion (ρ

(492) = .11, $p < .01$). For continuing education and depersonalization, a weak inverse

relationship was found (ρ (492) = -.13, $p < .00$). A weak inverse relationship was found between administrative support and depersonalization (ρ (492) = -.24, $p < .00$). A weak positive relationship was found between supervision and depersonalization (ρ (492) = .09, $p < .04$). A moderate positive relationship was found between role ambiguity and depersonalization (ρ (492) = .30, $p < .00$). And for role conflict and depersonalization, a weak positive relationship was found (ρ (492) = .27, $p < .00$). *Hypothesis 6* was conditionally accepted for relationships between depersonalization and the independent variable sets. For demographic variables, age, gender, and educational level were found to have statistical significance, although weak correlations were found. For occupational variables, continuing education, administrative support, supervision, role ambiguity, and role conflict were found to have statistical significance, although weak correlations were found.

The results indicated a weak positive relationship between educational level and personal accomplishment (ρ (492) = .14, $p < .00$), which was the only relationship found between the demographic variables and the personal accomplishment scale. For continuing education and personal accomplishment, a weak inverse relationship was found (ρ (492) = -.14, $p < .00$). A weak positive relationship was found between administrative support and personal accomplishment (ρ (492) = .26, $p < .00$). A weak inverse relationship was found between role ambiguity and personal accomplishment (ρ (492) = -.24, $p < .00$). For role conflict and personal accomplishment, a weak inverse relationship was found (ρ (492) = -.17, $p < .00$). *Hypothesis 6* was conditionally accepted for relationships between personal accomplishment and the independent variable sets. For demographic variables, only educational level was found to have

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statistical significance, although a weak correlation was found. For occupational variables,

continuing education, administrative support, role ambiguity, and role conflict were found to

have statistical significance, although the correlations were weak.

Table 11

Spearman's rho Correlation Coefficients between Demographic / Occupational Variables and MBI-HSS Sub-scales

	EE		Dp		PA	
Variable	r_s	p	r_s	p	r_s	P
Demographic						
Age	-.11	.02**	-.14	.00*	.08	.06
Gender	.03	.55	-.10	.04**	.07	.12
Ethnicity	-.03	.47	.02	.74	.05	.25
Education Level	-.03	.47	0.11	.01*	.14	.00*
Occupational						
Certification/Licensure	.03	.50	.07	.14	.06	.22
Years as a PSSC	-.05	.28	-.02	.64	.04	.33
Current Caseload	.09	.05**	.00	.96	-.05	.26
Work Setting	-.11	.01*	-.07	.12	.02	.68
School Environment	-.02	.74	-.02	.64	.01	.81
Percentage of Free/Reduced Lunch	.08	.08	-.03	.46	-.02	.97
School Population	.07	.11	.02	.72	-.01	.75
Number of Full-time Counselors	.05	.31	.02	.73	.05	.32
Continuing Education	-.08	.07	-.13	.00*	.14	.00*
Administrative Support	-.40	.00*	-.24	.00*	.26	.00*
Supervision	-.08	.08	-.09	.04**	.04	.40
Role Ambiguity	.48	.00*	.30	.00*	-.24	.00*
Role Conflict	.55	.00*	.27	.00*	-.17	.00*

*Correlation is significant at the 0.01 level (2-tailed). **Correlation is significant at the 0.05 level (2-tailed).

Research Question 7

Research question 7 examined the relationship between the demographic and

occupational variables of professional secondary school counselors and the implementation of

the ASCA National Model. *Hypothesis 7* stated that statistically significant relationships would

be found between demographic and occupational variables of professional secondary school

counselors and the implementation of the ASCA National Model.

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Findings. A Spearman's rho correlation was calculated to analyze the relationship

between the demographics and occupational independent variable sets to the implementation of

the ASCA National Model (see Table 12).

No relationships were found between any demographic variables and the implementation

of the ASCA National Model SCPIS mean, and no relationships were found on either sub-scale

of the SCPIS (program orientation and school counseling services). *Hypothesis 7* was rejected;

no significant relationships were found between demographic variables and the implementation

of the ASCA National Model.

A weak inverse relationship was found between work setting (rural, urban, suburban) and

implementation of the ASCA National Model (ρ (492) = -.10, p < .04). A weak positive

relationship was found between the number of full time counselors on staff and implementation

of the ASCA National Model (ρ (492) = .10, p < .04). For continuing education and

implementation of the ASCA National Model, a weak positive relationship was found (ρ (492) =

.21, p < .00). A moderate positive relationship was found between administrative support and

implementation of the ASCA National Model (ρ (492) = .44, p < .00). A weak positive

relationship was found between supervision and implementation of the ASCA National Model (ρ

(492) = .22, p < .00). (ρ (492) = .22, p < .00), role ambiguity (ρ (492) = -.42, p < .00), and role

conflict (ρ (492) = -.27, p < .00). *Hypothesis 7* was accepted for relationships between

implementation of the ASCA National Model and some occupational variables. Work setting,

number of full time counselors on staff, continuing education, administrative support,

supervision, role ambiguity, and role conflict were found to have statistical significance, although correlations were weak.

For the program orientation sub-scale, several relationships were found. A weak positive relationship was found between certification/licensure and program orientation (ρ (492) = .10, p < .03).   A weak inverse relationship was found between work setting (rural, urban, suburban) and program orientation (ρ (492) = -.13, p < .00). A weak positive relationship was found between continuing education and program orientation (ρ (492) = .20, p < .00). A moderate positive relationship was found between administrative support and program orientation (ρ (492) = .32, p < .00). A weak positive relationship was found between supervision and program orientation (ρ (492) = .23, p < .00). A moderate inverse relationship was found between role ambiguity and program orientation (ρ (492) = -.30, p < .00). A weak inverse relationship was found between role conflict and program orientation (ρ (492) = -.16, p < .00). *Hypothesis 7* was accepted for relationships between the program orientation sub-scale of the implementation of the ASCA National Model and some occupational variables. Certification/licensure, work setting, continuing education, administrative support, supervision, role ambiguity, and role conflict were found to have statistical significance, with weak to moderate correlations found.

For the school counseling services sub-scale, several relationships were found. A weak inverse relationship was found between percentage of free/reduced lunch programs and school counseling services (ρ (492) = -.12, p < .01). A weak positive relationship was found between the number of full time counselors and school counseling services (ρ (492) = .13, p < .01). A weak positive relationship was found between continuing education and school counseling

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services (ρ (492) = .20, *p* < .00).   A moderate positive relationship was found between administrative support and school counseling services (ρ (492) = .52, *p* < .00). A weak positive relationship was found between supervision and school counseling services (ρ (492) = .22, *p* < .00). A moderate inverse relationship was found between role ambiguity and school counseling services (ρ (492) = -.51, *p* < .00). A moderate inverse relationship was found between role conflict and school counseling services (ρ (492) = -.39, *p* < .00). *Hypothesis 7* was accepted for relationships between the school counseling services sub-scale of the implementation of the ASCA National Model and some occupational variables. Percentage of students on free/reduced lunch, continuing education, administrative support, supervision, role ambiguity, and role conflict were found to have statistical significance, with weak to moderate correlations found.

Table 12

Spearman's rho Correlation Coefficients between Demographic / Occupational Variables and SCPIS / SCPIS Sub-scales

Variable	SCPIS Total		Program Orientation		SC Services	
	r_s	p	r_s	p	r_s	P
Demographic						
Age	-.01	.81	.02	.64	-.02	.69
Gender	-.04	.41	-.03	.57	-.05	.30
Ethnicity	-.03	.50	-.05	.25	.01	.91
Education Level	.08	.08	.09	.06	.06	.23
Occupational						
Certification/Licensure	.07	.13	.10	.03**	.03	.45
Years as a PSSC	.07	.10	.08	.08	.08	.06
Current Caseload	.00	.99	.05	.24	-.07	.12
Work Setting	-.10	.04**	-.13	.00*	-.03	.54
School Environment	.02	.74	-.01	.85	.03	.45
Percentage of Free/Reduced Lunch	-.02	.71	.08	.10	-.12	.01*
School Population	.03	.51	.03	.53	.03	.56
Number of Full-time Counselors	.10	.04**	.06	.18	.13	.01*
Continuing Education	.21	.00*	.20	.00*	.20	.00*
Administrative Support	.44	.00*	.32	.00*	.52	.00*
Supervision	.22	.00*	.23	.00*	.22	.00*
Role Ambiguity	-.42	.00*	-.30	.00*	-.51	.00*
Role Conflict	-.27	.00*	-.16	.00*	-.39	.00*

SC Services = School Counseling Services Sub-scale. *Correlation is significant at the 0.01 level (2-tailed). **Correlation is significant at the 0.05 level (2-tailed).

Responses to the Qualitative Item

The last question of the survey was an optional, free response item that asked participants to comment on their perceptions of the implementation of the ASCA National Model and/or their perceptions of burnout as a professional secondary school counselor. There were 212 responses to this optional question. The relatively large number of responses indicated that participants had a high interest in the topics of implementation of the ASCA National Model and professional secondary school counselor burnout. Overall, feasibility of the ASCA National Model, inappropriate job duties, administrative support, burnout, caseload, and role conflict were the topics of the most frequently provided responses (see Table 13). The information provided by

respondents varied, yet three dominant themes emerged: feasibility of the ASCA National Model,

inappropriate job duties, and administrative support.

Table 13

Professional Secondary School Counselors' Perceptions of ASCA National Model and Burnout by Theme

Theme	n = 212	%
Feasibility of the ASCA National Model	63	30
Inappropriate Job Duties	46	22
Administrative Support	38	18
Caseload	22	11
Burnout	11	5
Supervision	9	4
Miscellaneous Comments	14	7

*8 responses simply stated well-wishes for the study or interest in the topic and 1 response included an article the participant wrote on burnout in school counseling.

Feasibility of the ASCA National Model. Participants' comments regarding the use of

the ASCA National Model were varied. Several stated the model is needed and that the model

helped professional secondary school counselors define their roles within the school setting. For

example, participants shared the following statements:

> *I find satisfaction knowing that I am moving closer to full implementation where able,*
>
> *and that I am growing in my leadership and advocacy skills, which will help*
>
> *implementation to hopefully pick up the pace.*
>
> *Having RAMPed one school and in the process of completing the RAMP application for*
>
> *another, I feel as though it reduces the amount of stress one feels once it's fully*
>
> *implemented. However, implementing a program can be exhausting without continued*

support. If anything more schools should be implementing best practices such as the

ASCA Model in order to serve the needs of their students.

The implementation is crucial for continued involvement of the school counselor

role/duties.

I need a school counseling program and we are starting to create one. I'm hopeful now....

The ASCA National Model has nothing to do with my stress. I wish that it were

mandatory to have a school counselor.

The majority of comments regarding the ASCA National Model discussed the feasibility of the

model and the difficulties with implementing the model at their individual school sites. For

example, participants shared the following statements:

We are currently working to adopt our school counselor evaluation model to the ASCA - I

am still ambivalent about whether it is the best model to use or not - seems very

theoretical and not entirely practical to how most of our day to day time is spent.

The Model is good in theory but hard to implement in real life.

The PROBLEM with the Model is the fact that "the work" still must be done, so the extra

is EXTRA. I hear that from other high school counselors. While I wholeheartedly

respect the Model, I do feel that it will create more burnout than it reduces. There

have been so many changes in the recent past, that I see folks ignoring very important

aspects of working with students to jump through hoops - or pretend to! I really don't

know if this will change in time. I'm hopeful and would still implement the Model!

I feel that the National Model is an excellent tool, but that the structure in place in our

school system (and most school systems) does not allow for appropriate or adequate

implementation.

The ASCA model provides a great foundation and the graduate courses taught the model

however, the courses were not realistic to my current job as a school counselor.

Implementing the ASCA Model is a work in progress. Unfortunately, during times of

budget cuts our resources are strained to the max and that makes it difficult at times to do

everything we would like to help students.

The ASCA National Model defines school counselors as leaders of the entire school

single handedly coordinating very high standards of educational reform as well as

meeting goals of constant personal/ professional striving. It is not possible to have any

sort of personal life and live up to these unrealistic standards.

Inappropriate job duties. The second theme that evolved from the free-response question was the frustration professional secondary school counselors experienced as a result of being assigned inappropriate job duties. Participant statements regarding their frustration included the following:

I went into this profession to counsel students. I do VERY LITTLE counseling, and it is

NOT due to a lack of trying. I think I am burned out because I try SO HARD to be what I

WANT to be and NEED to be, but I am beat by the harsh reality of what I ACTUALLY

am--an Administrative Assistant.

We handle homecoming and prom and haven't made much progress in getting the administration to understand that counselors are not party planners. We plan the parties and we deal with the students' drama surrounding the party. It can be exhausting.

The requirements of registration, scheduling, administration of standardized tests, record keeping, and other clerical and administrative duties totally overwhelm me as a professional school counselor.

I love my job, or used to before all the hoops, and now I am counting down the years, days, hours and minutes to retirement. And I sadly witness too often the loss of perfectly effective counselors because of all this paperwork and checks/balances.

Burnout, for me, has more to do with the administrative tasks I do-not the students. One more meeting, one more committee, those are the aspects that leave me feeling like I don't have enough time to do the job I really love-connecting with students.

Many times I feel that I have to put the needs of the students aside for the more clerical duties assigned to this role.

I am frustrated by the endless list of non-counseling duties that take so much of my time - especially testing. In order for me to attempt to meet student needs, I have to stay very late every day & take work home with me. It also makes me sad that we don't have time to really focus on students & have to bring in outside agencies to do the individual & group counseling we are highly trained for.

Due to the lack of funding in schools, counselors are expected to play several different roles. I am currently an administrator (Dean), social emotional counselor, Academic

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Counselor, and I teach classes. Given all of my roles, I don't feel that I don't always have the opportunity to ideally serve students due to time constraints.

Managing to keep abreast of paperwork, new technology, and new approaches to accountability are exhausting.

Burnout does not occur through my counseling duties, it occurs with the other duties....ones that I feel belong in the Administrator's hands (scheduling, master schedule, course registration booklet, dual enrollment implementation and follow up) it is these duties that cause me to feel burned out at times. Also, I am 'in charge' of four other counselors, yet I do not evaluate them, nor do I have a say in who is hired as a counselor, but I am responsible for making sure all of them are completing their 'extra duties' (PSAT testing, OGT testing, groups, AP testing, scholarships, etc).

Administrative support. The third emergent theme focused on the perceptions of administrative support. Overall, professional secondary school counselors who reported stronger relationships and rapport with administrators expressed more support for the implementation of the ASCA National Model, whereas professional secondary school counselors with poor relationships with administrators expressed more difficulties implementing the ASCA National Model. For example, participants offered the following statements:

Teachers and administrators had very little respect at all for the counselors who came before the four counselors that are at this school now. I believe a good deal of my dissatisfaction has been caused by the professionals in the building who do not understand what a counselor should be doing.

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Our administration doesn't seem to know what counselors are supposed to be doing.

I feel that the implementation of the ASCA National Model at the local/school level is most significantly affected by how administration sees your role--by administration I mean your school's direct administration (principal, asst principals, etc.) and also the administration at the district office.

Burnout from working with needy students is not the issue as much as a lack of administrative respect and encroachment on role defined duties.

Some don't have a clue what school counselors are supposed to do, and others seem to think they know what the profession is supposed to be about despite not having any training or experience in school counseling. It is the epitome of frustration. Principals in my district are being allowed to eliminate school counselors and exchange them for deans or social workers, because principals value deans and social workers. They do not value school counselors because they feel they can hire less educated individuals (who also cost less) to do the work we do.

The 100% from administration is also crucial when that is not there the teachers/staff are not as respecting of the school counselor department especially in the small rural schools!!!!!

Administrative support is key to both implementing the model AND preventing burnout. We often absorb administrative work which impedes the ability to implement/improve our school's comprehensive program.

If the administration understands that student's needs come first and the paperwork is

secondary, the job is very rewarding.

In my experience burnout seems to be a product of the administrative environment

created for counselors in the school.

Our administrators at times see themselves as counselors and do not forward the client to

us when it is clearly a counseling issue.

Summary of Findings

Responses to the *Secondary School Counselor Demographic, Implementation of the*

ASCA National Model, and Burnout Survey were analyzed using descriptive and inferential

statistics to address the research questions of this study. For both the degree of burnout,

measured by the MBI-HSS, and the level of implementation of the ASCA National Model,

measured by the SCPIS, descriptive statistics were computed and the research hypotheses were

confirmed. For burnout, high levels of emotional exhaustion, depersonalization, and personal

accomplishment were found. For the implementation of the ASCA National Model, the majority

of participants were in the "development in progress" phase, bordering on the "partly

implemented" phase of implementation.

A Spearman's rho was calculated to find a statistically significant relationship between

the levels of implementation of the ASCA National Model and the degree of burnout among

professional secondary school counselors based on the scores from the SCPIS and the MBI-HSS.

The strongest relationship was between the SPCIS school counseling services sub-scale and the

MBI-HSS personal accomplishment sub-scale. Inverse relationships existed between (a) the

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SCPIS total and emotional exhaustion, (b) the SCPIS total and depersonalization, (c) the SCPIS program orientation sub-scale and emotional exhaustion, (d) the SCPIS program orientation sub-scale and depersonalization, (e) the SCPIS school counseling services sub-scale and emotional exhaustion, and (f) the SCPIS school counseling services sub-scale and depersonalization. These inverse relationships supported the hypothesis that, as the implementation of the ASCA National Model increased, the degree of burnout in professional secondary school counselors decreased. Positive relationships were found between personal accomplishment on the MBI-HSS and the SCPIS scale and sub-scales, indicating that professional secondary school counselors who implemented the ASCA National Model had higher levels of personal accomplishment.

Three multiple regression models were built to analyze the relationship between the three independent variable sets (demographics, occupational, and implementation of the ASCA National Model) and the dependent variable of burnout. Of these models, the Model 3 had the most power, explaining 41% of the variance in the dependent variable for the emotional exhaustion scale. Predictor variables for the emotional exhaustion scale included role conflict, which had the greatest impact, followed by the implementation of the ASCA National Model school counseling services sub-scale, and then administrative support. For the depersonalization scale, of the predictor variables included in the analysis, the implementation of the ASCA National Model school counseling services sub-scale had the greatest impact, followed by years as a professional secondary school counselor, and then administrative support. For the personal accomplishment scale, of the predictor variables included in the analysis, administrative support had the greatest impact, followed by age, and then role ambiguity.

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Relationships were found between the demographic and occupational variables of professional secondary school counselor participants and burnout. For demographic variables and burnout the following relationships were significant (a) age for the emotional exhaustion sub-scale, (b) age, gender, and educational level for the depersonalization sub-scale, and (c) educational level for the personal accomplishment sub-scale. For occupational variables and burnout the following relationships were significant (a) caseload, work setting, administrative support, role ambiguity, and role conflict for the emotional exhaustion sub-scale, (b) continuing education, administrative support, supervision, role ambiguity, and role conflict for the depersonalization sub-scale, and (c) continuing education, administrative support, role ambiguity, and role conflict for the personal accomplishment sub-scale.

No relationships were found between the demographic variables and the implementation of the ASCA National Model. For occupational variables and implementation of the ASCA National Model the following relationships were significant (a) work setting, number of full time counselors, continuing education, administrative support, supervision, role ambiguity, and role conflict for the SCPIS mean, (b) certification / licensure, work setting, continuing education, administrative support, role ambiguity, and role conflict for the SCPIS program orientation sub-scale, and (c) percentage of free / reduced lunch program, number of full time counselors, continuing education, administrative support, supervision, role ambiguity, and role conflict for the SCPIS school counseling services sub-scale.

The qualitative item in the survey provided information about professional secondary school counselors' perceptions of the implementation of the ASCA National Model and burnout.

Most commonly, professional secondary school counselors indicated that feasibility of the ASCA National Model, administrative support, and inappropriate job duties were areas of their highest frustrations and potential for burnout. The large number of responses suggested that professional secondary school counselors were eager to provide supplemental information.

CHAPTER FIVE

DISCUSSION

Chapter Five includes a summary of the study and discussion of the findings. Results are discussed in relation to the current literature on the ASCA National Model and professional secondary school counselor burnout. Next, limitations of the study are identified. Implications are suggested for professional secondary school counselors, school administrators, counselor educators, and ASCA. Finally, suggestions are offered for future research on burnout among professional secondary school counselors.

Summary of the Study

The purpose of this study was to examine the relationship between the implementation of the ASCA National Model and professional secondary school counselors' burnout. Additionally, this study examined demographic variables and occupational variables to see if these were related to professional secondary school counselors' implementation of the ASCA National Model and level of burnout. This study built on the studies of Cervoni and DeLucia-Waack (2011), Pyne (2011), and Rayle (2006); however, this study focused on the construct of burnout rather than job satisfaction which was the focus of previous studies. My study examined professional secondary school counselors' level of implementation of the ASCA National Model (as measured by the SCPIS), their degree of burnout (as measured by the MBI-HSS), and their related demographic and occupational variables (as measured by their responses to the demographic and occupational questionnaire, including responses to an open ended question asking participants to comment on their perceptions of the implementation of the ASCA National Model and/or their perceptions of burnout as a professional secondary school counselor).

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A review of the literature suggested that professional secondary school counselors had higher levels of burnout compared to elementary/middle school counselors (Baggerly & Osborn, 2006; Rayle, 2006). The literature also suggested that the ASCA National Model is considered the best practice model for comprehensive school counseling programs, and that the ASCA National Model is being dispersed nationally and is increasingly being utilized by school counselors (Hatch, 2004; Mason, 2010; McGannon et al., 2005). Studies within the field of school counseling have produced evidence that the ASCA National Model reduced levels of job dissatisfaction (as cited by Pyne, 2011). It was anticipated that the results of this study might support best practices in implementing the ASCA National Model in schools to reduce the level of burnout in professional secondary school counselors. This study sought to understand if a relationship existed between the implementation of the ASCA National Model and professional secondary school counselor burnout.

The members of the ASCA high/secondary school division were the population of interest. A total of 5,003 ASCA high/secondary school members had supplied an email address to the ASCA online database and were invited to participate in the study. Of the 5,003 distributed surveys, 277 failed in distribution and 573 surveys were returned. Due to incomplete responses, listwise deletions were used to reduce the sample to 494 members of the ASCA high / secondary school division, representing a response rate of 9.88%. A quantitative, survey method was chosen to gain an understanding of the practices and perceptions of members of a large organization by generalizing results from this sample.

A survey, *The Secondary School Counselor Demographic, Implementation of the ASCA National Model, and Burnout Survey*, was compiled from three instruments for data collection

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utilizing Qualtrics^{TM}. I developed the demographic and occupational survey questions based on

a review of the literature. The questions related to the implementation of the ASCA National

Model were drawn from Elsner and Carey's (2005) survey, School Counseling Program

Implementation Survey (SCPIS). Finally, the items related to burnout were comprised of the

Maslach Burnout Inventory-Human Services Survey (MBI-HSS; 2010). The survey was used to

assess professional secondary school counselors' perceptions and practices regarding

implementation of the ASCA National Model and the degree of burnout. The survey also

examined how demographic and occupational relationships were related to the implementation

of the ASCA National Model and burnout. Through Qualtrics^{TM}, the survey was sent

electronically to the sample and remained open for one month. After the survey closed, data

were transferred from Qualtrics^{TM} to SPSS for data analysis. Data analysis procedures included

descriptive statistics, Spearman's rho, and a hierarchical multiple linear regression.

Discussion

The present study differs from previous studies in that it surveyed professional secondary

school counselors regarding their perceptions and practices of implementing the ASCA National

Model and the relationship to burnout. Previous studies have examined burnout within schools

(Butler & Constantine, 2005; Gunduz, 2012; Lambie, 2007; Moyer, 2011) and the relationship of

implementation of the ASCA National Model to job satisfaction (Cervoni & DeLucia-Waack,

2011; Pyne, 2011; Rayle, 2006). The main objectives of this study were to examine the overall

degree of burnout, level of implementation of the ASCA National Model, and relationship

between burnout and implementation of the ASCA National Model. Results of my study

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indicated that significant relationships existed between burnout and implementation of the ASCA National Model. These relationships are further discussed below.

Burnout

Based on results of the MBI-HSS, the participants of this study indicated, on average, high levels of emotional exhaustion ($M = 3.52$), depersonalization ($M = 2.06$), and personal accomplishment ($M = 5.96$). These results were unusual because, typically, high levels of emotional exhaustion and depersonalization are associated with low levels of personal accomplishment, which causes burnout in professionals. However, these findings are parallel to Butler and Constantine's (2005) finding of high levels of emotional exhaustion, depersonalization, and personal accomplishment in school counselors. This may indicate that, although professional secondary school counselors experienced emotional exhaustion and depersonalization, they still experienced a high level of personal accomplishment which may combat burnout in the work place.

The findings related to demographic variables in this study are similar to findings of previous researchers (Butler & Constantine, 2005; Cervoni and DeLucia-Waack, 2011; Yildrim, 2005). Although Yildrim (2005) found no significant relationships among gender, age, and burnout, in this study a significant difference was found for burnout with respect to age on the emotional exhaustion (ρ (492) = -.11, $p < .02$) and depersonalization scales (ρ (492) = -.14, $p < .02$), and with respect to gender on the depersonalization scale (ρ (492) = -.10, $p < .04$). Ethnicity was not significant in this study, but the number of non-White participants in the sample was small (n = 58); a higher participation rate of non-White secondary school counselors might have produced different results. Educational attainment of participants in this study was

similar to that of Cervoni and DeLucia-Waack's (2011) participants. Of the 494 participants in

this study, all held a master's degree or higher; educational level was significant only on

depersonalization (ρ (492) = .11, p < .01) and personal accomplishment (ρ (492) = .14, p < .00)

for burnout.

Results of past studies indicated that a relationship exists between burnout and

supervision and work setting (Butler & Constantine, 2005; Moyer, 2012). Although these

variables were not the main focus of this study, they were included as occupational variables and

relationships were confirmed with the construct of burnout.   A significant relationship with

supervision was found on the depersonalization sub-scale (ρ (492) = .09, p < .04), and a

significant relationship with current caseload was found on the emotional exhaustion sub-scale (ρ

(492) = .09, p < .05). This study supported the finding of Moyer (2012) regarding the

association between school counselors who utilized supervision and higher levels of job

satisfaction. The work setting (urban, suburban, and rural) was significantly inversely related to

emotional exhaustion (ρ (492) = -.11, p < .01). The work setting findings from this study

supported the finding of Butler and Constantine (2005) regarding higher levels of burnout and

emotional exhaustion in urban school counselors compared to their suburban and rural

counterparts.

For the emotional exhaustion scale, administrative support had a moderate inverse

relationship to emotional exhaustion (ρ (492) = -.40, p < .00), while role ambiguity (ρ (492) =

.48, p < .00) and role conflict (ρ (492) = .55, p < .00) had moderate positive relationships. For

the depersonalization scale, continuing education (ρ (492) = -.13, p < .00) and administrative

support (ρ (492) = -.24, p < .02) had weak inverse relationships to depersonalization, while

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supervision (ρ (492) = .09, $p < .04$), role ambiguity (ρ (492) = .30, $p < .00$) and role conflict (ρ (492) = .27, $p < .00$) had weak positive relationships to depersonalization. Finally, for the personal accomplishment scale, administrative support (ρ (492) = .26, $p < .00$) had a weak positive relationship to personal accomplishment, while continuing education (ρ (492) = -.14, $p < .00$), role ambiguity (ρ (492) = -.24, $p < .00$), and role conflict (ρ (492) = -.17, $p < .00$) had weak inverse relationships to personal accomplishment. These findings lend support to Curry and Bickmore's (2012) contentions regarding the importance of mattering in the school community and of positive interactions with school administration. In addition, these findings demonstrated that the professional secondary school counselor's role is still not clearly defined, which may lead to burnout among professional secondary school counselors. Overall, these findings supported the importance of administrative support, continuing education, and supervision in building healthy secondary school counseling programs.

The qualitative data captured in-depth information regarding burnout. Example statements included

Burnout sets in when self values do not align with current work environment, and there are many things wrong with the education system, which I believe is why many secondary school counselors become exhausted.

Sometimes there aren't enough hours in the day for the amount of concerns—so we spend a lot of time working during off hours to stay caught up—this increases fatigue and burnout.

I think the burn out piece comes from a lack of staffing at a less student ratio.

Burnout occurs because we can't do much "counseling," when anything gets "complex"

or reoccurring, we are supposed to refer, so then I feel like a "consultation,

collaboration, referral" machine—kind of like an automated kiosk. Really do I need a

masters degree to do this?

These statements suggested that some professional secondary school counselors perceived

themselves as glorified administrative assistants, instead of highly trained and educated

counselors. The qualitative data also captured in-depth information regarding the relationship of

burnout to the following occupational variables: inappropriate job duties, caseload, and

supervision. Participants expressed a belief that burnout did not necessarily come from the

ASCA National Model, but from the lack of resources, support, and job clarity. Findings of this

study support findings of Cervoni and DeLucia-Waack (2011), who found reduced job

satisfaction when higher levels of role conflict, role ambiguity, and inappropriate ASCA duties as

defined by ASCA were present.

Implementation of the ASCA National Model

Based on results on the SCPIS, the participants in this study indicated "development in

progress" regarding the implementation of the ASCA National Model. The level of

implementation was higher on the school counseling services sub-scale ($M = 2.84$) as compared

to the program orientation sub-scale ($M= 2.58$). A mean score of "partly implemented" was

found for the following items: "School counselors use computer software to access student data"

($M = 3.67$), "The program has an effective referral and follow-up system for handling student

crises" ($M = 3.27$), and "The program ensures that all students have academic plans that include

testing, individual advisement, long-term planning, and placement" ($M = 3.23$). These scores

suggested that the more traditional components of school counseling, such as academic planning

and student referrals, are still the most implemented components of school counseling.

Items on which the lowest mean implementation scores were found included: "School

counseling priorities are represented on curriculum and education committees" ($M = 2.43$),

"School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify

interventions to close achievement gaps" ($M = 2.37$), and "Needs assessments are completed

regularly and guide program planning" ($M = 2.36$). These findings suggested (a) under-

representation of school counseling on educational committees, (b) lack of data to document

student success, and (c) minimal data for program evaluation, which are newer elements of the

role of professional secondary school counselors articulated in the ASCA National Model.

The research hypothesis was that the ASCA National Model would be found to be partly-

to-fully implemented. This hypothesis was rejected, as the majority of participants indicated their

schools were still in the "development in progress" stage of implementation of the ASCA

National Model. This finding was somewhat surprising as many states require implementation

of the model (Martin et al., 2009). Results of this study lend support to previous research

findings that suggested a comprehensive school counseling program is beneficial to both the

school counselor and the school community (Moore-Thomas, 2004; Pyne, 2011; Rayle, 2011),

but that professional secondary school counselors appear not to have fully implemented the

ASCA National Model. The qualitative data captured in-depth information regarding the

feasibility of the ASCA National Model. Although there were both positive and negative

responses regarding the ASCA National Model, most respondents expressed the opinion that the

ASCA National Model was impractical to implement in the real world of school counseling.

Some example statements from participants included

>*The ASCA model is unrealistic. The school is a larger community, and the model does not*
>
>*allow counselors to engage students within the context of the larger community.*
>
>*The model is good in theory but hard to implement in real life.*
>
>*During times of budget cuts, our resources are strained to the max and makes*
>
>*implementing the ASCA National Model a work in progress.*
>
>*Unfortunately I work in a district that believes the National Model is something to strive*
>
>*for, but will not provide the resources or time necessary to access students.*

Overall, the participants' comments supported a belief in the model in theory, but an opinion that application of the model in their schools is not practical.

No significant differences were found with respect to the demographic variables and implementation of the ASCA National Model. For occupational variables, the number of counselors on staff (ρ (492) = .10, $p < .04$) was significant in relation to the implementation of the ASCA National Model, yet caseload was not a significant variable. No previous research study has considered the number of counselors on staff; therefore, this may be a variable to include for further exploration in future studies. It seems reasonable to assume that, if more professional secondary school counselors are on staff, the ASCA National Model could be more effectively implemented and duties could be shared. In this study, no significant relationship was found between caseload and implementation of the ASCA National Model. Participants did comment in the open-ended question, however, on their frustrations with high caseloads and how

these impeded their implementation of the ASCA National Model. Some example statements include:

> *Caseloads are extremely high due to budget cuts in our district. In serving such large populations it becomes difficult to find adequate time to personalize and to provide the quality of service each student truly deserves.*
>
> *Current caseloads are too large to fully implement the model at my school.*
>
> *My district hirer's one counselor per high school, my high school has 3,000 students.*
>
> *Working in larger schools there is more "reactive" activities due to the stress, duties assigned, and more student needs.*

These statements suggested that caseload may be a deterrent to the implementation of the ASCA National Model. The ASCA-recommended counselor-to-student ratio is 1:250; the average counselor-to-student ratio found in this study was 1:251-300. Previous researchers found that large student caseloads led to higher levels of frustration, emotional exhaustion, and depersonalization due to the inability to address all students' needs (Gunduz, 2012; McCarthy et al., 2010).

Slightly more than one-third (35 %) of participants indicated that they attended continuing education opportunities every three months. It would be interesting to discover the topics addressed in these continuing education opportunities. Only limited research exists on continuing education and the relationship between burnout and the implementation of the ASCA National Model. Dahir et al. (2009) found that availability of professional development opportunities regarding the ASCA National Model was limited. Findings of this study supported the findings of Amatea and Clark (2005) and Lambie and Williamson (2004) that administrative

support was essential in the implementation of a comprehensive school counseling program. A moderate positive relationship was found between administrative support and implementation of the ASCA National Model (ρ (492) = .44, $p < .00$).

The results of this study indicated that role ambiguity and role conflict continue to impede the implementation of the ASCA National Model by professional secondary school counselors. Role ambiguity (ρ (492) = -.42, $p < .00$) and role conflict (ρ (492) = -.27, $p < .00$) were inversely related to the implementation of the ASCA National Model. This finding suggested that, when professional secondary school counselors are unsure of their role within the school, they may have more difficulty advocating for their position and implementing the ASCA National Model. This finding also lends support to Fall and Nichter's (2007) finding that when school counselors experienced dissonance regarding their idealized version of school counseling versus the day-to-day tasks that they actually performed, they felt role ambiguity. Culbreth et al. (2005) found that the biggest predictor of role stress was the relationship between the initial perceptions of the job and the actual practice experiences. Participant comments supported the quantitative findings of this study and prior research regarding role ambiguity and conflict. Some example comments included

There are so many expectations coming from every direction. I never go home at the end

of the day or even end of the year feeling that everything is done.

When I get stuck on the phone, answering emails, changing schedules, registering

students, I'm locked to my desk…I begin thinking that I should be doing something else!

We do all of the things they don't want to do and our important tasks fall by the wayside.

Many times I have to put the needs of students aside for more clerical duties assigned.

Relationship between Burnout and the ASCA National Model

An inverse relationship was found between emotional exhaustion (ρ (492) = -.26, p < .00) and depersonalization (ρ (492) = -.19, p < .00) on the MBI-HSS and the implementation of the ASCA National Model on the SCPIS. A positive relationship was found between personal accomplishment (ρ (492) = .31, p < .00) on the MBI-HSS and the implementation of the ASCA National Model on the SCPIS. In other words, as the implementation of the ASCA National Model increased, feelings of emotional exhaustion and depersonalization decreased and feelings of personal accomplishment increased.

These finding were consistent with Pyne (2011) and Rayle's (2006) results that, if school counselors utilized a comprehensive school counseling program, they had higher levels of job satisfaction. Pyne (2011) reported that school counselors who utilized a comprehensive school counseling program had higher levels of job satisfaction. It seems reasonable to assume that, if professional secondary school counselors could implement the ASCA National Model, their programs would have a more engaged counseling staff and there would be a reduction in feelings of burnout, although Pyne (2011) did not measure burnout directly. Rayle (2006) found that school counselors who utilized a comprehensive school counseling program had greater perceptions of mattering. Although the present study did not measure mattering directly, the results indicated that professional secondary school counselors who utilized the ASCA National Model had greater perceptions of personal accomplishment.

Qualitative data gleaned from the open-ended question regarding the relationship between burnout and the implementation of the ASCA National Model pointed to the complexity of the relationship between the two variables. Participants' stated opinions varied; some believed

that the model caused burnout while others believed the model prevented burnout. Statements that supported a relationship between the implementation level of the ASCA National Model and burnout included

I have worked with schools that have not implemented ASCA and am now in a school working on aligning with ASCA and the difference is tremendous!

I find satisfaction knowing that I am moving closer to full implementation.

We try to work as closely with the model as we can.

I believe if more counselors were able to follow the model there would be less burnout.

Respondents expressed that they enjoyed their jobs and gained much joy from interacting with students, yet experienced burnout related to administrators, budgets, inappropriate job duties, lack of group cohesiveness, high caseloads, and role conflict. It appears that, for these participants, the implementation of the model helped to prevent burnout, yet attempts to implement the model have caused some stress because other occupational variables have interfered with successful implementation.

Limitations

A sample size of 356 for a population of 5,000 was recommended for reporting results with 95% confidence level (Zemke & Kramlinger, 1986). This study sample was 494 which supports a conclusion that the results of this study are likely to be representative of all high/secondary school counselors who are members of ASCA. However, not all professional secondary school counselors are current ASCA members; thus, the results are not generalizable to professional secondary school counselors who are not ASCA members. The study specifically

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surveyed participants at the secondary school level; therefore, the results of this study cannot be generalized to elementary or middle school counselors.

Some limitations exist related to self-report data. It is possible that not all participants were honest in their responses. Participants who responded may have been more motivated to complete the survey based on interest in the topic; ASCA members who were less interested in the topic may not have completed the survey. Thus, caution should be used in interpreting the results.

The results of this study were based on the assumption that the survey was valid and accurately measured professional secondary school counselors' perceptions and practices regarding the implementation of the ASCA National Model and burnout. I provided clear statements and definitions regarding some questions (supervision, role ambiguity, and role clarity) to attempt to ensure that all responses were based on the same operational definitions. A detailed letter was included that stated the purpose of the survey and informed participants of their consent and anonymity to increase trust in the researcher (Dillman et al., 2009). Additionally, the utilization of an online survey may have reduced the number of responses due to a selection bias (Dillman et al., 2009). Potential participants may have failed to access their email to see the survey or the email message could have been trapped in a recipient's spam filter. A control for multiple submissions through an option on Qualtrics^{TM} software was selected to prevent ballot stuffing.

Implications of the Study

This study sought to understand the relationship between the implementation of the ASCA National Model and burnout among professional secondary school counselors.

Specifically, the study examined relationships between the ASCA National Model and demographic/occupational variables, burnout and demographic/occupational variables, and finally, the ASCA National Model and burnout. The results of this study suggested that the extent of implementation of the Model may depend on factors other than the value that professional school counselors place on the Model. Dissonance was also suggested between what is valued by professional secondary school counselors and school administrators on the one hand, and counselor educators and those who promote the ASCA National Model. In other words, there may be significant differences between those who teach (counselor educators) and promote (ASCA) the ASCA National Model from a theoretical foundation and those who are responsible to interpret the theoretical foundation and clinically apply the Model to a real school setting (professional secondary school counselors and school administrators). Evidence suggested that professional secondary school counselors understand the Model, yet feel that the model is unrealistic in actual implementation due to a lack of resources and support. This study's findings suggest implications for professional secondary school counselors, school administrators, counselor educators, and ASCA.

Implications for Professional Secondary School Counselor

The findings indicated that professional secondary school counselors had high levels of personal accomplishment; these feelings of accomplishment may mitigate feelings of emotional exhaustion and depersonalization at work. It appears that professional secondary school counselors, although they are in a stressful environment and perform inappropriate duties, believed they were making a difference and helping students on a daily basis. The stress associated with being required to perform inappropriate duties might be alleviated if professional

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secondary school counselors could receive more training on implementation of the ASCA National Model and advocacy for their role. Results of this study supported the need for stronger relationships between school administration and professional secondary school counselors. Professional secondary school counselors need to find opportunities to connect with administration for support in the implementation of the ASCA National Model and to advocate for role clarification. It may be important for professional secondary school counselors to request meetings with administration, introduce the model to school system personnel at faculty meetings, and gain leadership roles on their campuses to promote a comprehensive school counseling program.

To combat burnout, professional secondary school counselors may benefit from supervision or consultation with other professionals. Results of this study indicated that professional secondary school counselors are receiving little supervision. Supervision could help professional secondary school counselors learn more about the model, as well as provide opportunities to discuss the successes and challenges of implementing the ASCA National Model. Consultations with other professional secondary school counselors who have fully implemented the ASCA National Model might also assist those professional secondary school counselors who are struggling with the implementation of the model.

Implications for School Administrators

Those in administrative positions in school settings might examine the job duties of professional secondary school counselors, as well as the need for implementation of the ASCA National Model in their school systems. Findings of this study suggest the importance of school administrative support for the implementation of the ASCA National Model by professional

secondary school counselors. Implementation of the ASCA National Model might increase as

school administrators further develop an understanding of the model and how school counseling

can connect to happier and healthier students. The role of school counselors needs to be clearly

defined to school administrators by school counselors so that administrators will cease assigning

inappropriate job duties to professional secondary school counselors. School policies, resource

management, and funding, all of which affect professional secondary school counselors' ability

to implement the ASCA National Model, should be explored by school administrators to promote

a more facilitative work environment.

Implications for Counselor Educators

Based on the qualitative responses from this study, professional secondary school

counselors had varying opinions regarding the actual application of the model. As counselor

educators work to prepare professional secondary school counselors, they might consider

including more practical application assignments, as well as observations of schools with

RAMP-status, if available. The importance of ongoing supervision might also be more

purposefully integrated within school counselor education programs. To address burnout

prevention, specifically, it is recommended that counselor educators consider how self-care

training and self-assessments for signs and symptoms of burnout are incorporated into their

training programs.

ASCA

Based on the results of this study and Dahir et al.'s (2009) findings, ASCA and other

training organizations need to create educational opportunities for school counselors to learn

more about the implementation of the ASCA National Model, burnout, and self-care. ASCA, as

the premier organization for school counseling, should consider creating more tools and training for professional secondary school counselors to learn skills and strategies for advocacy and integration of the ASCA National Model. Available tools or training opportunities may need to be emphasized and more thoroughly publicized so that professional secondary school counselors can engage in effective implementation of the model. More ASCA-sponsored research on the benefits of the ASCA National Model could also provide advocacy tools that professional secondary school counselors could use to educate administrators.

Recommendations for Future Research

Research on burnout in professional secondary school counselors and the implementation of the ASCA National Model is relatively limited. To expand the available knowledge base, several variables from this study could be examined in future research studies. The results of this study indicated that there are multiple and complex relationships between professional secondary school counselor demographics, occupational characteristics, implementation of the ASCA National Model, and burnout. Although many of these statistically significant relationships were weak, the findings support further research to explore these relationships in more depth to fully understand their impact on school counselors.

Few tools are available to measure the implementation of the ASCA National Model, and none are specifically designed to evaluate attitudes regarding the model and burnout. A quantitative study could investigate specific areas of the ASCA National Model related to burnout, such as the ASCA components of foundation, management, delivery, and accountability or the ASCA themes of leadership, advocacy, collaboration, and systematic change. For qualitative researchers, it could be valuable to conduct interviews with a range of stakeholders to

better understand the implementation of the ASCA National Model and burnout in secondary school counseling. A focus group might be able to shed light on why professional secondary school counselors have high levels of emotional exhaustion, depersonalization, and personal accomplishment.

Researchers should continue to explore the feasibility of implementing the ASCA National Model. A future study could focus on RAMP-specific schools to assess the levels of burnout in professional secondary school counselors in schools where the model has been fully implemented. In addition, research focused on school administrators and the ASCA National Model may be beneficial for advocacy purposes. For example, researchers could study administrators' awareness or perceptions of the Model or the barriers administrators perceive to implementation of the Model. Future studies could explore how the model could be better integrated into school systems. This would have implications for training and advocacy for implementing the ASCA National Model.

Further investigation is recommended into the MBI-HSS and the role of the professional secondary school counselor. This study could be replicated with a national population of professional secondary school counselors that is not limited to ASCA members. A qualitative study might be implemented to explore variables related to personal accomplishment how these relate to professional secondary school counselors' prevention of burnout. Such a study could have implications for self-care practices and prevention of burnout among mental health professionals. This study analyzed multiple variables; future researchers may want to analyze each variable on a more detailed level utilizing a quantitative, qualitative, or mixed methods approach.

Conclusion

The results of this study suggested a relationship between the implementation of the ASCA National Model and burnout in professional secondary school counselors. A lack of administrative support, role clarification, and appropriate counseling duties also were indicated in this study as obstructions to the implementation of the ASCA National Model and as variables that were associated with increased burnout in professional secondary school counselors. Increasing opportunities for continuing education, supervision, and clearly defined roles may assist professional secondary school counselors in implementing the ASCA National Model and reducing burnout. The findings indicated that professional secondary school counselors have made some strides in the implementation of the model, yet barriers still exist which impeded full implementation of the model.

The current study added to the literature surrounding school counseling, the implementation of the ASCA National Model, and professional secondary school counselors' burnout. Overall, professional secondary school counselors' perceptions and practices of implementing the ASCA National Model had an inverse relationship with burnout. Findings indicated that implementation of the ASCA National Model was associated with lower levels of burnout. Demographic variables had no relationship to the implementation of the ASCA National Model, but did have some limited relationship to burnout. Select occupational variables were also found to be related to both the implementation of the ASCA National Model and burnout. Participant comments indicated that they believed in the ASCA National Model, yet had difficulties in implementing the model due to inappropriate job duties, lack of administrative support, and high caseloads.

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APPENDIX A

University IRB Letter

University Committee for the Protection of Human Subjects in Research
University of New Orleans

_____

Campus Correspondence

Principal Investigator:	Barbara Herlihy
Co-Investigator:	Kellie Giorgio Camelford
Date:	October 2, 2013
Protocol Title:	"The Relationship between the Implementation of the American School Counselor Association National Model and Professional Secondary School Counselor Burnout"
IRB#:	01oct13

The IRB has deemed that the research and procedures described in this protocol application are exempt from federal regulations under 45 CFR 46.101category 2, due to the fact that the information obtained is not recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects.

Exempt protocols do not have an expiration date; however, if there are any changes made to this protocol that may cause it to be no longer exempt from CFR 46, the IRB requires another standard application from the investigator(s) which should provide the same information that is in this application with changes that may have changed the exempt status.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

Best wishes on your project.
Sincerely,

Robert D. Laird, Ph.D., Chair
UNO Committee for the Protection of Human Subjects in Research

APPENDIX B

Demographic and Occupational Survey

1. Age

   ◦ Drop down menu

2. Gender

   ◦ Male   ◦ Female

3. Ethnicity

   ◦ African American   ◦ Other
   ◦ Asian American   ◦ I prefer not to answer.
   ◦ Caucasian/ White
   ◦ Hispanic American
   ◦ Native American

4. Highest education level. Check highest degree obtained and program type attained.

   ◦ High school diploma
   ◦ Baccalaureate degree
   ◦ Masters degree in counseling
   ◦ Masters degree in education
   ◦ Masters degree in psychology
   ◦ Masters degree in social work
   ◦ Doctoral degree in counseling
   ◦ Doctoral degree in education
   ◦ Doctoral degree in psychology
   ◦ Doctoral degree in social work

5. Professional licenses and certifications. Check all that apply.

- ◦ LPC
- ◦ LMFT
- ◦ LSW
- ◦ LMHPC
- ◦ Licensed psychologist
- ◦ NCC

- ◦ NCSC
- ◦ None
- ◦ Other

6. How many years have you worked as a professional secondary school counselor?

- ◦ Drop down menu

7. Your current caseload / number of students served (Type Your Specific Number)

- ◦ 0-50
- ◦ 51-100
- ◦ 101-150
- ◦ 151-200
- ◦ 201-250
- ◦ 251-300
- ◦ 301-350

- ◦ 351-400
- ◦ 401-450
- ◦ 451-500
- ◦ 501-550
- ◦ 551-600
- ◦ 600+

8. Work setting?

- ◦ Urban
- ◦ Suburban

- ◦ Rural

9. What type of school environment do you work in?

- ◦ Public
- ◦ Private
- ◦ Charter

- ◦ Non-secular
- ◦ Faith-based
- ◦ Other

10. What percentage of students are on free/reduced lunch programs?

- ◦ Drop down menu

11. What is the size of your school population?

- ◦ Drop down menu

12. How many school counselors are on staff at your secondary school (including you)?

- ◦ Drop down menu

13. How often do you attend continuing education opportunities?

- ◦ Almost Never
- ◦ Once a year
- ◦ Once every 6 months
- ◦ Once every 3 months
- ◦ Once a month
- ◦ Once a week

14. Do you feel you have administrative support from your school?

- ◦ Almost Never
- ◦ Rarely
- ◦ Sometimes
- ◦ Most of the time
- ◦ Almost Alway

15. How often do you participate in counseling supervision as a supervisee?

- ◦ Almost Never
- ◦ Once a year
- ◦ Once every 6 months
- ◦ Once every 3 months
- ◦ Once a month
- ◦ 2-3 times a month
- ◦ Once a week
- ◦ Daily

16. Role ambiguity is defined as: Job duties for a professional position that are vague and

ill-defined or a lack of clarity about expected behaviors regarding a job (Cervoni &

DeLucia-Waack, 2011). How often do you feel role ambiguity in your role as a

professional secondary school counselor?

- ◦ Almost Never
- ◦ Once a year
- ◦ Once every 6 months
- ◦ Once every 3 months

- ◦ Once a month
- ◦ 2-3 times a month
- ◦ Once a week
- ◦ Daily

17. Role conflict is defined as: The attempt to perform multiple roles within the same job;

competing demands from two or more sources; or is the distortion of expectations

compared to the actual demands of the job (Bryant & Constantine, 2006). How often

do you feel role conflict in your role as a professional secondary school counselor?

- a. Almost Never
- b. Once a year
- c. Once every 6 months
- d. Once every 3 months

- e. Once a month
- f. 2-3 times a month
- g. Once a week
- h. Daily

18. Please feel free to comment on your perceptions of the implementation of the ASCA

National Model and/or your perceptions of burnout as a professional secondary

school counselor.

- ◦ Text box for free response.

APPENDIX C

Copyright Permission for the SCPIS

From: John Carey <careyandassoc@comcast.net>
Date: July 3, 2013, 3:34:56 PM CDT
To: Kellie Giorgio Camelford <kgiorgio@my.uno.edu>
Subject: Re: Request to Utilize the School Counseling Program Implementation Survey for Dissertation Study

Kellie,

Please feel free to use the SCPIS. You might want to look at the statewide evaluations in Nebraska and Utah that were published in PSC a few months back where were used the SCPIS to measure level of implementation. Please let me know how your research turns out.

Best wishes,
John Carey

On Jul 3, 2013, at 2:02 PM, Kellie Giorgio Camelford wrote:

Dr. Carey, my name is Kellie Giorgio Camelford and I am currently enrolled in the doctoral Counselor Educator program at the University of New Orleans.

For my dissertation I will be looking at the relationship of the implementation of the ASCA National Model and levels of burnout in secondary school counselors. For my study, I will utilize a researcher-developed demographic and occupational questionnaire and the Maslach Burnout Inventory-Human Services Survey. I would also like to incorporate the School Counseling Program Implementation Survey (SCPIS) that you and Dave Elsner developed as I believe it would be a perfect questionnaire to fit the ASCA National Model implementation component of my study.

I see on the website, the SCPIS is available for individual use; however, since this is a study that would be sent out to ASCA secondary school counselor members nation-wide I would like your permission to utilize the SCPIS for this study. If given permission, I would be happy to share with you the data I collect from my sample. If there is any further information I can provide to you regarding my study, please do not hesitate to contact me. I hope that I hear from you in the near future regarding the potential use of the SCPIS for my study. Thank you for your time and consideration.

Sincerely,
Kellie Giorgio Camelford, MS, LPC, NCC
University of New Orleans
504-908-0017 (cell)
kgiorgio@uno.ed

APPENDIX D

School Counseling Program Implementation Survey

Please rate each statement below in terms of the degree to which it is currently implemented in your School's School Counseling program. Circle your response using the following Rating Scale:

1 = Not Present;   2 = Development in Progress;   3 = Partly Implemented;   4= Fully Implemented

1. A written mission statement exists and is used as a foundation by all counselors. 1 2 3 4

2. Services are organized so that all students are well served and have access to them. 1 2 3 4

3. The program operates from a plan for closing the achievement gap for minority and lower income students. 1 2 3 4

4. The program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development. 1 2 3 4

5. Needs Assessment's are completed regularly and guide program planning. 1 2 3 4

6. All students receive classroom guidance lessons designed to promote academic, social/personal, and career development. 1 2 3 4

7. The program ensures that all students have academic plans that include testing, individual advisement, long-term planning, and placement. 1 2 3 4

8. The program has an effective referral and follow-up system for handling student crises. 1 2 3 4

9. School counselors use student performance data to decide how to meet student needs. 1 2 3 4

10. School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps. 1 2 3 4

11. School counselor job descriptions match actual duties. 1 2 3 4

12. School counselors spend at least 80% of their time in activities that directly benefit students. 1 2 3 4

13. The school counseling program includes interventions designed to improve the school's ability to educate all students to high standards. 1 2 3 4

14. An annual review is conducted to get information for improving next year's programs. 1 2 3 4

15. School counselors use computer software to:
        access student data 1 2 3 4
        analyze student data 1 2 3 4
        use data for school improvement 1 2 3 4

16. The school counseling program has the resources to allow counselors to complete appropriate professional development activities. 1 2 3 4

17. School counseling priorities are represented on curriculum and education committees. 1 2 3 4

18. School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement. 1 2 3 4

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APPENDIX E

Copyright Permission for the MBI-HSS

mind garden

www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her thesis or dissertation research:

Instrument: *Maslach Burnout Inventory, Forms: General Survey, Human Services Survey & Educators Survey*

Copyrights:

MBI-General Survey (MBI-GS): Copyright ©1996 Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

MBI-Human Services Survey (MBI-HSS): Copyright ©1981 Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

MBI-Educators Survey (MBI-ES): Copyright ©1986 Christina Maslach, Susan E. Jackson & Richard L. Schwab. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

Three sample items from a single form of this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Sample MBI-HSS Questions

MBI-HSS Questions include:

I feel emotionally drained from my work.   0 1 2 3 4 5 6

I can easily understand how my recipients feel about things   0 1 2 3 4 5 6

I feel as I treat some recipients as if they were impersonal objects   0 1 2 3 4 5 6

Scale: 0-never, 1-a few times a year or less, 2-once a month, 3-a few times a month, 4-once a week, 5-a few times a week, 6-everyday.

Initial Email Communication

Dear Professional Secondary School Counselor:

I am conducting a study for my dissertation research entitled, *The Relationship between the implementation of the American School Counselor Association (ASCA) National Model and Professional Secondary School Counselor Burnout.* My survey includes a demographic / occupational questionnaire, the School Counseling Program Implementation Survey (Carey & Elsner, 2005) and the MBI-Human Services Survey (For Use by Kellie Camelford only. Received from Mind Garden, Inc. on September 20, 2013. Published by www.mindgarden.com). I plan to use the data collected from this survey to better understand the implementation of the ASCA National Model and the relationship to professional secondary school counselor burnout. I intend to share the information through scholarly presentation and publication.

The Secondary School Counselor Demographic, Implementation of the ASCA National Model, and Burnout Survey is composed of 58 items and will take about 10-15 minutes to complete. All information provided is anonymous as there will be no way to identify you once you have submitted your answers. Your participation in this study is entirely voluntary and you may withdraw your consent and terminate participation without consequence at any time. The risks associated with this study are minimal.

Please click the following link to begin the survey. Completion and electronic submission of the survey will indicate your consent for participation in this study. If you are not connected automatically, simple cut and paste the URL into your web browser and press enter.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Please direct any questions or concerns about this study to the investigator, Kellie Giorgio Camelford (kgiorgio@uno.edu), the principal-investigator and faculty advisor, Dr. Barbara Herlihy (bherlihy@uno.edu), or the Office of Human Subjects Research at the University of New Orleans (unoirb@uno.edu).

Thank you in advance for your participation. Your time is greatly appreciated.

Kellie Giorgio Camelford, MS, LPC, NCC
Doctoral Candidate
University of New Orleans
Bicentennial Education Building, Room 348
200 Lakeshore Drive
New Orleans, LA 70148

Second Email Communication

Dear Professional Secondary School Counselor:

If you have already completed *The Secondary School Counselor Demographic, Implementation of the ASCA National Model, and Burnout Survey* please disregard this email. Thank you again for your participation in this study. Your time and input is greatly appreciated.

If you have not had the opportunity to participate, please take approximately 10-15 minutes to complete this brief 58-item survey. My survey includes a demographic / occupational questionnaire, the School Counseling Program Implementation Survey (Elsner & Carey, 2005) and the MBI-Human Services Survey (reproduced from www.mindgarden.com). I plan to use the data collected from this survey to better understand the implementation of the ASCA National Model and the relationship to professional secondary school counselor burnout. I intend to share the information through scholarly presentation and publication. All information provided is anonymous as there will be no way to identify you once you have submitted your answers. Your participation in this study is entirely voluntary and you may withdraw your consent and terminate participation without consequence at any time. The risks associated with this study are minimal.

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${l://OptOutLink?d=Click here to unsubscribe}

Please direct any questions or concerns about this study to the co-investigator, Kellie Giorgio Camelford (kgiorgio@uno.edu), the principal investigator and faculty advisor, Dr. Barbara Herlihy (bherlihy@uno.edu), or the Office of Human Subjects Research at the University of New Orleans (unoirb@uno.edu).

Thank you in advance for your participation. Your time is greatly appreciated.

Kellie Giorgio Camelford, MS, LPC, NCC
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University of New Orleans
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200 Lakeshore Drive
New Orleans, LA 70148

APPENDIX I

Final Email Communication

Dear Professional Secondary School Counselor:

Today is the final day the *The Secondary School Counselor Demographic, Implementation of the ASCA National Model, and Burnout Survey* is open. If you have already completed the survey, please disregard this email. Thank you again for your participation in this study.

If you have not had the opportunity to participate, please take approximately 10-15 minutes to complete this brief 58-item survey. My survey includes a demographic / occupational questionnaire, the School Counseling Program Implementation Survey (Elsner & Carey, 2005) and the MBI-Human Services Survey (reproduced from www.mindgarden.com). I plan to use the data collected from this survey to better understand the implementation of the ASCA National Model and the relationship to professional secondary school counselor burnout. I intend to share the information through scholarly presentation and publication. All information provided is anonymous as there will be no way to identify you once you have submitted your answers. Your participation in this study is entirely voluntary and you may withdraw your consent and terminate participation without consequence at any time. The risks associated with this study are minimal.

Please click the following link to begin the survey. Completion and electronic submission of the survey will indicate your consent for participation in this study. If you are not connected automatically, simple cut and paste the URL into your web browser and press enter.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Please direct any questions or concerns about this study to the co-investigator, Kellie Giorgio Camelford (kgiorgio@uno.edu), the principal investigator and faculty advisor, Dr. Barbara Herlihy (bherlihy@uno.edu), or the Office of Human Subjects Research at the University of New Orleans (unoirb@uno.edu).

Thank you in advance for your participation. Your time is greatly appreciated. If you are interested in the findings of this study, please email kgiorgio@uno.edu to request a summary of the results of the study.

Kellie Giorgio Camelford, MS, LPC, NCC
Doctoral Candidate
University of New Orleans
Bicentennial Education Building, Room 348
200 Lakeshore Drive
New Orleans, LA 70148

VITA

Kellie Giorgio Camelford is a native New Orleanian. She earned a Bachelor of Arts degree in Psychology, with minors in Education and History, in 2006 from Millsaps College in Jackson, MS and earned a Master of Science in Counseling degree in 2009 from Loyola University, New Orleans. In May 2014, she earned a Doctor of Philosophy degree in Counselor Education from the University of New Orleans.

Kellie is a Licensed Professional Counselor (LPC) and a National Certified Counselor (NCC). She is a member of the American Counseling Association (ACA), Louisiana Counseling Association (LCA), American School Counselor Association (ASCA), Louisiana School Counselor Association (LSCA), and the Louisiana Association for Counselor Education and Supervision (LACES). Kellie serves as Treasurer of the LACES Executive Board for the 2012-2014 term.

Kellie has experience in both school counseling and agency settings. In addition, she served as an individual and group university supervisor to master's-level students in practicum and internship sites. Presentations include the Annual Convention of the Professional School Counselors on transitioning eighth graders to high school, the University of New Orleans Phi Delta Kappa Poster Presentation on the influence of social media on adolescents, the Louisiana Career Development Association Annual Spring Conference on career development for eighth and ninth grade, as well as, transitioning juniors and seniors to college and career readiness, and the Louisiana Counselor Association Annual Conference on LPC supervision and supervision models. Research interests include the ASCA National Model and school counseling, social media influences on adolescents, and the obesity epidemic in relation to the counselor's role.

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