

A COUNSELLING INTERNSHIP IN A JUNIOR
HIGH SCHOOL IN ST. JOHN'S, NF.

CENTRE FOR NEWFOUNDLAND STUDIES

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A COUNSELLING INTERNSHIP IN A
JUNIOR HIGH SCHOOL IN ST. JOHN'S, NF.

BY

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ABSTRACT

This is a report of an Educational Psychology internship undertaken at MacDonald Drive Junior High School between April 14 to June 20, 1997. It is made up of three main sections: an overview, a research component, and a reflective journal.

Chapter one gives an overview and a report of the internship goals and objectives and the activities undertaken by the intern to meet these goals and objectives.

Chapter two, the research component, reports on a study investigating the prevalence, quantity and frequency of alcohol use by male and female junior high students. The results of this study show that males and females reported significant differences in alcohol consumption within the last four weeks and twelve months.

Chapter three is a discussion of the research results with implications and recommendations.

Chapter four, the reflective journal, gives a brief personal account of the internship activities and experiences.

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CHAPTER 1

INTRODUCTION

Rationale for the Internship

The Master of Education (Educational Psychology) Programme at Memorial University of Newfoundland offers students a choice of routes for completion of degree requirements: a thesis, project, paperfolio or internship. The Handbook for Graduate Students of the Faculty of Education (1996) states that this programme has two subspecialities: school counselling and school psychology. The subspeciality in school counselling, designed for preparation of counsellors for educational settings, focuses on school guidance literature, including child and adolescent learning and development, career education and counselling psychology (p.5). Through the course of study at this university the intern has developed a theoretical basis of school counselling which has provided a foundation for the delivery of guidance services in an educational setting. The internship was chosen because it was felt that this learning experience would provide valuable opportunities to gain both practical and professional knowledge. Practicums I and II had proven to be invaluable opportunities for both personal and professional development. It was hoped that a placement in the school setting for an extensive time period would enable this intern to enhance both counselling and assessment skills.

The Internship Setting

The following criteria which are stated in the Handbook for Graduate Students of the Faculty of Education (1996) were considered in the selection of the internship setting:

- 1 The availability of on-site professionals with competence, desire and time allotment to provide on-going supervision and to collaborate with university faculty personnel in the delivery of the program.
- 2 The opportunity for a variety of experiences consistent with professional goals.

This internship was completed in June 1997 at the same site where I had completed my practicum during the Winter semester, 1997. As a result, I had become knowledgeable and familiar with the school guidance activities, teachers, administration personnel, and the students at the site. It was anticipated that an extended placement at this site would provide an in-depth understanding of counselling practices. Also, this site offered an opportunity to work with junior high students while under the supervision of an experienced guidance counsellor.

GOALS AND OBJECTIVES FOR THE INTERNSHIP

The Handbook for Graduate Students of the Faculty of Education (1996) states that the goal and purpose of the internship is to provide opportunities for:

1. the development of personal and professional competencies for each intern based on his/her needs, previous experiences, and career plans;
2. practical experiences that will bring into focus the theoretical component of the program;
3. practical experiences that will enable the intern and the Faculty to evaluate the intern's professional and personal competencies;
4. the development of research and problem-solving skills appropriate to the needs of the intern and the setting, considering the nature of the placement and the intern's career goals; and
5. feedback to the Faculty which will serve to inform further program development.

These goals provide an overview and foundation upon which to build. This intern's overall goal of the internship was to develop the knowledge base and skills necessary to become a competent Guidance Counsellor. Through mentoring and working as a guidance counsellor the intern anticipated experiencing a broad range of activities associated with counselling adolescents in an educational setting.

The intern had ten specific goals which were based on the goals of the internship as outlined by the Faculty of Education. The following is an outline of the goals and specific objectives to meet these goals.

Goal 1: To further develop skills in counselling.

Objectives:

- Observe Guidance Counsellor in counselling sessions.
- Improve communication skills through counselling students.
- Further research the area of counselling theory/practice.

Goal 2: To gain knowledge in the area of assessment.

Objectives:

- Familiarization with a variety of assessment procedures (i.e. intelligence tests, achievement tests).
- Practice administering assessment tools.

Goal 3: To further develop skills in the analysis of psychoeducational test results and make recommendations concerning the client based on these results.

Objectives:

- Develop an understanding of individual learning strategies.
- To consult with guidance personnel concerning appropriate recommendation procedures.

- Practice report writing skills.

Goal 4: To develop skills in consultation.

Objectives:

- To observe Guidance Counsellor's consultation practices.
- To become aware of School and Board policies pertaining to consultation.
- To obtain pertinent references (in the area of consultation) concerning the process of consultation.

Goal 5: To learn about Learning Disabilities and the problems students face with this disability.

Objectives:

- To independently research the area of Learning Disabilities.
- To observe the Guidance Counsellor working with students who have Learning Disabilities.
- To familiarize myself with school resources concerning Learning Disabilities.

Goal 6: To become familiar with the Law concerning child physical, emotional and sexual abuse of children.

Objectives:

- To consult with Guidance Personnel concerning the Law and child abuse.
- To familiarize myself with these specific laws.
- To independently research the area of child abuse.

Goal 7: To become familiar with the following:

- Anger Management
- Self-Esteem Building
- Violence Prevention
- Crisis Management

Objectives:

- To carry out independent research in these areas.
- To become familiar with counselling procedures in these areas through consultation with Guidance Counsellors.

Goal 8: To become familiar with Legal responsibilities of the Counselling Profession.**Objectives:**

- To become aware of School and Board policies pertaining to Counsellor Legal responsibilities.

- To consult with Counsellor Associations (i.e. SCAN-School Counsellors Association of Newfoundland).
- To independently research this area.

Goal 9: To perform other duties not otherwise specified.

Goal 10: To complete the research component of the Graduate Internship Program.

RESEARCH COMPONENT

As previously noted, a major goal of the internship was to complete the research component of the Graduate Internship program. The research topic, students' use of alcohol, was selected based on the intern's interests in junior high students' alcohol consumption. The proposed study was intended to investigate the :1) prevalence, 2) quantity, and 3) frequency of alcohol use by a sample of junior high school students. The intern felt that it was important to identify the proportion of adolescents using alcohol in order to improve the level and delivery of prevention and education programs. It was also felt that this research would be useful and of value to the internship site.

DURATION

The ten week placement began on Monday, April 14, 1997 and ended on June 20, 1997.

SUPERVISION

On site supervision was generously provided on an ongoing basis by Mr. David Adams, a guidance counsellor. The field supervisor was available on a daily basis to assist this intern by answering the many questions she had; providing direction in counselling sessions; assisting with assessment interpretation and report writing; and other issues/concerns as they arose. In the middle and at the end of the internship, the field supervisor and intern reevaluated the attainment of intern's goals and objectives.

The intern and faculty supervisor, Dr. William Kennedy met periodically to discuss and monitor the intern's progress as well as to evaluate the learning experiences of the intern.

SELF EVALUATION

Self-evaluation took the form of an internship journal and time-log which assisted the intern in recording internship activities and monitoring of progress. At the end of each week, the intern evaluated and recorded the learning experiences as they related to the goals and objectives of the internship and frequently consulted with both the field and faculty supervisors through the self analysis process.

LIMITATIONS OF RECORDING COUNSELLING EXPERIENCES

The reflective journal, chapter four, is an "informal" account of my placement activities and experiences. The intern encountered many delicate issues and private matters which, due to the confidential nature of the information, were not recorded in this report.

ACTIVITIES UNDERTAKEN TO MEET INTERNSHIP GOALS

The following is a description of activities undertaken in order to meet the goals and objectives of the internship. Ten goals were formulated and each goal is reviewed individually. It is felt that the intern has attained all of her goals during the internship experience.

COUNSELLING

Goal 1: To further develop skills in counselling.

Although past work experience and courses completed in the Master of Educational Psychology program had provided the intern with counselling skills and experience, it was nevertheless felt that the internship route would provide a valuable opportunity to build upon existing knowledge and to experience counselling from the position of a Guidance Counsellor in a junior high school setting. As well as providing counselling the intern observed both the Guidance Counsellor and Educational Therapist in a variety of individual counselling sessions. Counselling sessions centered around a variety of issues and concerns such as:

Absenteeism

Bullying/Harassment

Conflict Resolution

Divorce

Eating Disorders

Self-Esteem
Test Anxiety
Confidence Building
Assertive Behavior
Conversation Skills
Organization Skills
Study Skills
The Young Offenders Act
Violence
Anger Management
Child Abuse

It was necessary to review theoretical perspectives at the onset of the internship and the following books were consulted: Thompson & Rudolph (1996) Counselling Children; Corey (1991) Theory and Practice of Counselling and Psychotherapy; Gibson and Mitchell (1995) Introduction to Counselling and Guidance; and Metcalf (1995) Counselling Towards Solutions. A variety of counselling areas were investigated. Appendix A provides a list of readings completed during the internship.

The intern was also involved in group counselling and group activities. I was also involved in selecting peer helper candidates. I participated in interviewing students and choosing the twelve students who would be peer helpers in the school. The intern attended and participated in weekly peer helper meetings. I co-led a self-esteem group

with a Special Education teacher which met approximately once bi-weekly for fifty minutes. From these experiences it became obvious to me that the process of counselling covers a wide spectrum of activities, in a variety of settings, with different professionals and paraprofessionals

ASSESSMENT

Goal 2: To gain knowledge in the area of assessment.

The intern became familiar with a variety of assessment tools throughout the internship experience. The intern had limited knowledge and experience before beginning the internship in the area of assessment. As a result, it was felt that exposure to assessment procedures and tools while under the supervision of an experienced Guidance Counsellor was a major goal of the internship route decision. The intern familiarized herself with a variety of assessment procedures including:

- Wechsler Intelligence Scale for Children- (WISC)
- Test of Visual-Motor Skills (Upper Level)- (TVMS-UL)
- Test of Visual Perceptual Skills -(TVPS)
- Test of Auditory Perceptual Skills-(TAPS)
- Diagnostic Achievement Battery-(DAB-2)
- National Mathematics Assessment

From the assessment activities the intern was able to reflect more deeply on the rationale of assessments as well as learn the “mechanics” of giving them.

Various books were consulted on the subject of assessment. The readings completed during this internship are listed in Appendix A.

TEST ANALYSIS

Goal 3: To further develop skills in test analysis and recommendations based on results.

The intern gained knowledge in test analysis through: direct administration and scoring of various assessment tools; the writing of psychoeducational reports; and consultation with guidance personnel concerning appropriate recommendation practices. The Guidance Counsellor was consulted concerning test analysis and proper referral procedures. As well, the intern was granted permission to read completed reports in an effort to become more familiar and knowledgeable with professional report writing. The following were consulted: Sattler (1992) Assessment of Children; McCarney et al. (1993) The Pre-Referral Intervention Manual; and Banas et al. (1982) WISC-Prescriptions. The intern also attended meetings where test results and recommendations were shared with parents, teachers and students. Valuable experience was gained here in interpretation of test results especially to parents.

CONSULTATION

Goal 4: To develop skills in consultation.

This intern became familiar with a very important motto: "When in doubt, consult". Consultation is an on-going process which does not cease to exist regardless of the

number of years of experience one gains. The intern observed both the Guidance Counsellor's and the Educational Therapist's consultation practices. Guidance personnel consulted with various professionals and agencies such as: teachers, school administration, students, parents, the School Board, Child Protection, The Janeway Hospital, and other Guidance Counsellors. Through observing and being involved in consultation practices, valuable experience and knowledge in consultation techniques were gained which I believe will prepare me to be a more competent School Guidance Counsellor.

LEARNING DISABILITIES

Goal 5: To learn about Learning Disabilities and the problems students face.

The intern spent a considerable amount of time reading and researching information on learning disabilities. In 1992, the School Guidance Counsellor prepared a manual on Learning Disabilities including assessment, general information, identification and intervention strategies. The intern became familiar with the resources Adol et al., (1986), Tucker, (1985); Morgan et al. (1983), O'Brien (1985). Through discussions with the Guidance Counsellor, the intern became familiar with ways to identify possible learning problems and appropriate referral sources and procedures. By participating in case conferences held by the School Counsellor or an Educational Psychologist, the intern became familiar with both "at home" and "in-class" strategies which could assist students with learning disabilities to perform better in their academic pursuits. The readings completed during the internship are listed in Appendix A.

CHILD ABUSE

Goal 6: To become familiar with the Law concerning physical, emotional, and sexual abuse of children.

The intern developed a greater understanding of child abuse by observing individual counselling sessions; the actual process of reporting child abuse by guidance personnel; the intern's reporting of child abuse to Child Protection; and the intern's completing and filing of appropriate documentation information. The intern realized the importance of being a support person for the abused child and the importance of reporting suspected child abuse. I became aware of the fact that questioning the alleged abuser or any individual who may have been a witness to the alleged abuse is an offense and would be considered as interfering with an investigation. Guidance personnel as well as Board Policy pertaining to the area of Child Abuse were consulted. Additional readings are listed in Appendix A.

INDEPENDENT RESEARCH TOPICS

Goal 7: To become familiar with the following areas:

- Anger Management
- Self Esteem Building
- Violence Prevention
- Crisis Management

To help in researching these topics the intern was given access to guidance resources and consulted various books: Provincial Government Documents, School Board policy, and School policy. In addition, the intern became more knowledgeable about these areas through independent research of journal articles and through on-going consultation with Guidance Counsellors. A list of professional readings completed during the internship is contained in Appendix A.

GUIDANCE COUNSELLOR LEGAL RESPONSIBILITIES

Goal 8: To become familiar with legal responsibilities of the counselling profession.

The intern became familiar with legal responsibilities and duties of the counselling profession including areas such as: ownership of information; informed consent; reporting of child abuse; confidentiality and breach of confidentiality; court subpoenaed information; custody issues and consent; and the Tarasoff judgement. The intern consulted the Guidance Counsellor, Educational Therapist, School Board policies and procedures, provincial government policies; journal articles, as well as notes from a workshop given by James Ogloff, Associate Professor at Simon Fraser University concerning legal and ethical issues for Mental Health Professionals. A list of readings pertaining to legal issues is contained in Appendix A.

ADDITIONAL DUTIES

Goal 9: To perform other duties not otherwise specified.

As part of the counselling internship, the intern assisted in a variety of other related duties which are summarized as follows:

- Visited feeder schools with the Guidance Counsellor who introduced the school to incoming students.
- Participated in Orientation Day which introduced incoming students to the school.
- Participated in preparing for the school's 25th anniversary celebrations.
- Attended various meetings such as Staff Meetings; Summer School Recommendation Meetings and Case Conferences.
- Visited various organizations and assisted in updating the Guidance room materials. Agencies included Community Health, Community Addictions, Iris Kirby House, Adolescent Counselling Center, Women's Center, Planned Parenthood and others.
- Supervised a Grade 8 tour of the Marine Institute.
- Became familiar with Tourette's Syndrome, Asperger's Syndrome, P. D. D. (Pervasive Developmental Disorder), Autism and Chromosome -18 Deficiency.

RESEARCH COMPONENT

Goal 10: To complete the research component of the Graduate Internship Program.

The research component was accomplished through:

- a) completing initial research on adolescent alcohol usage and the submission of a draft proposal

- b) discussions with the field and faculty supervisors concerning the proposed area of research
- c) the administering of the Student Alcohol Survey
- d) the interpretation and analysis of results
- e) a completed research report including recommendations

A REVIEW OF THE OBJECTIVES

In summary, the internship provided invaluable learning experiences that would not have been realized in practicum setting. Upon completion of the internship, the intern felt confident that activities carried out during the ten week period provided her with a sound knowledge base and solid foundation upon which to build a career in the helping profession of counselling. Through mentoring and working as a guidance counsellor, a broad range of activities associated with counselling adolescents in an educational setting were experienced. Overall, it was felt that the internship goals and objectives were met.

CHAPTER 2

RESEARCH COMPONENT

Rationale and Purpose

To fulfill the requirements of the Degree, Master of Education, at Memorial University of Newfoundland, those students selecting the Internship component can choose a research and/or project. This intern proposed a research study investigating the prevalence, quantity and frequency of alcohol use by junior high students in one school in St. John's, NF. It was felt such a study could provide the educators and counsellor in this school with valuable and useful information concerning alcohol use. It is important to identify the proportion of the adolescent population using alcohol in order to improve the level of prevention and education programs.

Review of Literature

The use of alcohol has become a major concern in our society. Alcohol abuse is by far the most widespread form of drug abuse in society and also the most damaging and costly. (Minister of National Health and Welfare, 1990). Alcohol (ethyl alcohol or ethanol) is classified as both a sedative-hypnotic and invisible drug. Sedative-hypnotics are drugs that cause a slowing down, or depression, of the central nervous system. At low doses they produce a feeling of drowsiness or calm. At higher doses they can produce severe intoxication, unconsciousness, coma or death. Alcohol is considered an invisible drug because many users do not realize that it is in fact a drug. (Minister of

National Health and Welfare, 1990). The effects of alcohol depend not only on the amount consumed, but on a number of other factors such as, the past drinking experience of the user, the way in which it is consumed, the feelings and mood of the person (Drug Dependency Services: Challenge The Myths About Alcohol Use. n.d).

In the United States, alcohol is the most widely used and accessible drug among American youth. (U.S. Department of Health and Human Services, 1991). Hawkins et al., (1985) reported that association of youth with alcohol-using peers is one of the strongest predictors of alcohol use. Johnston et al. (1989) reported that 45% of all high school seniors thought that their friends would not disapprove of heavy "party drinking". Heavy drinking referred to five or more drinks once or twice every weekend. The U.S. Secretary's Task Force (1989) reported that from the 1950's to 1980's, life expectancy had increased for every age group in the United States except 15-to-24-year-olds. Three-fourths of all deaths in this age group were attributed to suicides, homicides, and injuries and a large proportion of these deaths were related to risky lifestyles which included alcohol and other drug use. (Secretary's Task Force. 1989).

With the exception of caffeine, the most widely used and abused psychoactive drug by both young people and adults in Canada is alcohol. (Minister of Health and Welfare, 1990).

A National Alcohol and Other Drugs Survey in 1989 reported that about eight in ten (81%) of Canadians aged 15-24 were currently drinkers: that is, they had consumed alcohol at least once during the 12 months prior to the survey. (Health and Welfare Canada, 1989). The 1989 National Alcohol and Other Drugs Survey reported that Canadians from the Atlantic provinces consumed less alcohol than those from other regions. On average, the number of drinks consumed per week by people in Atlantic Canada was 2.5 drinks, followed by Quebec (3.0 drinks), Ontario and British Columbia (3.6 drinks) and the Prairie Provinces (4.1) drinks. (Health and Welfare Canada, 1989). One year following this 1989 survey, the 1990 Alcohol and Other Drug Survey reported that Newfoundland youth age 15-24 years tended to drink more alcohol per occasion than the average Canadian youth – 4.8 drinks in comparison to 3.9 drinks. (Health and Welfare Canada, 1990).

The book entitled Two Way Street (1992) published by the Royal Canadian Mounted Police, stated that adolescents themselves reported that they used alcohol or drugs for a variety of reasons including:

- “Curious about what it would be like”
- “My parents don’t want me to”
- “It helps me relax and have fun”
- “My parents drive me crazy with their demands and expectations”
- “Adults do it all the time”
- “My friends do it, and I want to fit in”

- “It takes me away from the boredom and the crap”
- “When I drink, it makes me more sure of myself”
- “I like the feeling of getting drunk or high”

In 1992 the R.C.M.P. reported that there were three general groups of adolescents who used alcohol: (1) curious experimenters; (2) social or party users; (3) harmfully involved users.

Alcohol use and abuse by adolescents has become a major concern in this province. Adolescence is a time of developmental change when teenagers are seeking out ways to develop their own independence and identity formation. Teenagers use and continue to abuse alcohol for a variety of reasons, some of which include: the chemical properties (i.e. mind/mood altering); particular characteristics of the individual (i.e. genetic and physical); social persuasion and social pressure; and by example. It is important that counsellors, educators, health professionals, parents and adolescents have an understanding of the proportion of the adolescent population using alcohol in order to develop and evaluate prevention/education programs.

A Student Drug Use Survey was administered to students in grades 7,9,10 and 11 in NF and Lab in 1986 which was the first study of its kind in Newfoundland and Labrador and this was part of a larger project being conducted across all Atlantic provinces.

Approximately 56% of Newfoundland and Labrador students reported using alcohol at

some point in the 12 months previous to the survey. The other Atlantic provinces reported lower percentages: Nova Scotia – 54.2, Prince Edward Island – 51.5 and New Brunswick – 52.1 (Newfoundland Department of Health, 1996). These findings are similar to the Ontario Student Drug Use Survey which reported that 58.8% of students (grades 7, 9, 11, 13) had experience with alcohol. (Adlaf, Ivis, Smart and Walsh, 1995). In terms of alcohol use by Newfoundland and Labrador males and females, males reported greater alcohol consumption within the past 12 months (58.5%) than females (53.6%). In terms of frequency of alcohol use, approximately 40% of males reported having more than one drink in the four weeks prior to the survey whereas 28.0% of females indicated the same. (Newfoundland Department of Health, 1996). Further research in this area would provide valuable information to those who work with adolescents.

Among the school based programs which have been employed to reduce alcohol use among adolescents, the most widely used model was the Behavioral Change Model. (Health and Welfare Canada, 1992). This model assumes that by increasing adolescents' knowledge about the consequences of alcohol abuse, adolescents will change not only their attitudes about alcohol, but also reduce their use of alcohol. Moskowitz (1989) stated that other theoretical models used in educational settings are the values/decision-making model and the social competency model. The values/decision making model asks the adolescent to evaluate why s/he uses alcohol/drugs and the role that alcohol use plays in fulfilling their needs. The model calls for responsible decision making

concerning alcohol use. The social competency model states that people use alcohol or drugs to compensate for their lack of social skills. This approach is aimed at promoting individuality and resisting pressure to use alcohol.

Evaluations of school-based prevention programs reported that there is inconsistent evidence to suggest that these programs have been effective in preventing or reducing alcohol use/abuse. (Gliksman et al. 1990; Staulop et al. 1979; Schaps et al. 1981, Moskowitz 1989; Pentz et al. 1989).

A review of the literature suggests that an integrated approach is needed in order to effectively educate and prevent adolescent alcohol usage. Recent initiatives in the United States called on community awareness and the cooperation of all levels within the community. These levels included teachers; parents and young adults; social, health, and public service providers; business people, and religious organizations. This community approach is intended to serve as a catalyst for change within all levels of society. (Office for Substance Abuse Prevention, 1991). Various individuals and communities in the U.S. developed approaches to alcohol prevention among adolescents such as Project Graduation; Oakland Parents in Action (OPA); and Parent Resource Institute for Drug Education (PRIDE). Health and Welfare Canada (1992) states that the most prudent approach to the delivery of school-based alcohol prevention programs would be “to develop comprehensive, multifaceted programs that are well-integrated with a broad, community-wide health strategy.” (p.78).

METHODOLOGY

Questionnaire

Research data was collected via a questionnaire consisting of seventeen items requesting information on the prevalence, quantity, and frequency of use of alcohol by junior high students in one school in St. John's, NF. (Appendix B). The seventeen items were selected from the Student Drug Survey conducted in Newfoundland and Labrador, 1996.

A written letter granting permission to use these items was obtained from Ms. Beverly Clarke at Addictions Services in the Department of Health, St. John's, NF.(Appendix E). Ethics approval was granted by the Faculty of Education Ethics Committee at Memorial University of Newfoundland to conduct this study. A letter was sent to the school principal requesting permission to conduct the survey, along with information about the purpose of the study. (Appendix C). Also, letters requiring parental consent were sent to the legal guardians of the students participating in the study. (Appendix D). The letter provided parents with information concerning the purpose of the study, as well as the anonymous, voluntary and confidential nature of the questionnaire.

The questionnaire was administered on the same day to thirty-eight students in two classes of grade 9 students. Students were informed about the confidential, voluntary, and anonymous nature of the questionnaire. Twenty minutes were allotted for the completion of the questionnaire.

Sample

The sample consisted of two grade 9 classes in a junior high school in St. John's, NF. Thirty-eight students completed the questionnaire, eighteen males and twenty females. All of the subjects were between the ages of 14-16 years.

Analysis

Analysis of data included descriptive statistics using frequency procedures. Cross tabulations with a chi square were used to determine whether or not there were differences between males and females. The SPSS/PC computer program was employed for all statistical analysis.

Results

Tables 1 – 14 report the descriptive data compiled from the survey. Throughout this section cumulative percentages are used to provide an overall picture of alcohol consumption by males and females. The seventeen questionnaire items are divided into six categories: (1) Profile of subjects; (2) Peer's alcohol usage; (3) Frequency of subject alcohol usage; (4) How alcohol usage affected subject's life; (5) How alcohol usage affected subject's behavior; (6) Alcohol and its effect on school life.

ANALYSIS

The following tables provide an overall picture of alcohol consumption by males and females. Cumulative percentages are used in describing data.

PEER ALCOHOL USAGE

TABLE 1

Percentage and Number of Males and Females Whose Peers Consumed Alcohol

Response	M		F	
	%	N	%	N
None	11.1	2	10.0	2
A Few	27.8	5	25.0	5
About Half	22.2	4	5.0	1
More Than Half	16.7	3	25.0	5
All	22.2	4	35.0	7

Note: $\chi^2 = 3.02$, $p > .05$

No significant gender differences were observed in reports of the number and percentage of respondents whose peers consumed alcohol. 11.1% of males and 10% of females responded that none of their friends used alcohol. 22.2% of males responded that half of their friends used alcohol compared to 5.0% of females. 60.0% of females responded that more than half of their friends used alcohol as compared to 38.9% of males. 35% of females reported that all of their friends consumed alcohol compared to 22.2% of males.

FREQUENCY OF STUDENTS' ALCOHOL USAGE

TABLE 2

Percentage and Number of Males and Females Who Consumed Alcohol in the Past 12 Months

Response	M		F	
	%	N	%	N
Not At All	44.4	8	15.0	3
Just A Sip	5.6	1	10.0	2
Once a Month	16.7	3	45.0	9
2 or 3 Times	11.1	2	30.0	6
More Than 3 Times	22.2	4	-	-

Note: $\chi^2 = 11.53$, $p < .05$

A significant difference between male and female reports of alcohol consumption within the last 12 months was observed. ($\chi^2 = 11.53$, $p < .05$). 44.4% of males reported not consuming alcohol whereas 15.0% of females reported not using alcohol, within the past year. 16.7% of males responded that they used alcohol once a month compared to 45.0% of females. 75.0% of females reported that they consumed alcohol once a month or more compared to 50.0% of males. Cumulative percentages are used to describe data.

TABLE 3

Percentage and Number of Males and Females Who Consumed Alcohol in the Last 4 Weeks

Response	M		F	
	%	N	%	N
Not At All	66.7	12	45.0	9
Once or Twice	16.7	3	40.0	8
Once or Twice a Week	5.6	1	-	-
Three or Four Times	-	-	15.0	3
Five or More Times	11.1	2	-	-

Note: $\chi^2 = 8.62$, $p < .05$

A significant difference between male and female reports of alcohol consumption in the last 4 weeks was observed. ($\chi^2=8.62$, $p < .05$) 66.7% of males reported not consuming alcohol in the last 4 weeks, whereas only 45.0% of females reported they did not consume alcohol. 16.7% of males reported consuming alcohol once or twice a month compared to 40.0% of females. 33.4% of females reported consuming alcohol once or more a month compared to 55.0% of females. These percentages are the result of combining all categories where students reported consuming alcohol once or twice or more a week. Cumulative percentages are used in describing data .

TABLE 4

Percentage and Number of Males and Females Reporting Being Drunk in the Last 4 Weeks

Response	M		F	
	%	N	%	N
Did Not Drink	66.7	12	45.0	9
Not Drunk	16.7	3	20.0	4
Once	5.6	1	15.0	3
Twice	5.6	1	10.0	2
Three			5.0	1
Four or More	5.6	1	5.0	1

Note: $\chi^2 = 2.81$, $p > .05$

No significant gender difference was observed in reports of being drunk in the past 4 weeks. 66.7% of males reported not consuming alcohol compared to 45.0% of females. A discrepancy exists between the percentage of females reporting not using alcohol in Table 2 and Table 4, 15% and 45.0% respectively. 16.8% of males responded that they were drunk one or more times in the past month compared to 35.0% of females. Cumulative percentages are used to describe data.

TABLE 5

Percentage and Number of Males and Females Reporting Consuming Five or More Drinks of Alcohol on the Same Occasion in the Last 4 Weeks

Response	M		F	
	%	N	%	N
Not At All	66.7	12	45.0	9
Not More than 5 Drinks	11.1	2	15.0	3
Once	-	-	20.0	4
Twice	11.1	2	15.0	3
Three Times	5.6	1	-	-
Four Times	-	-	5.0	1
Five or More Times	5.6	1	-	-

Note: $\chi^2 = 7.74$, $p > .05$

No significant gender differences were observed in reports of consuming five or more drinks on the same occasion in the last 4 weeks. 66.7% of males responded that they had not consumed alcohol in the past 4 weeks compared to 45.0% of females. 22.3% of males reported consuming five or more drinks on one or more occasions in the past 4 weeks compared to 40.0% of females.

HOW ALCOHOL CONSUMPTION AFFECTED SUBJECTS' LIFE

TABLE 6

Gender Comparison of Whether Alcohol Consumption Had Caused Tension or Disagreement with Family or Friends in the Past 12 Months

Response	Male		Female	
	%	N	%	N
Yes	-	-	10.0	2
No	55.6	10	65.0	13
I Don't Drink	44.8	8	25.0	5

Note: $\chi^2 = 2.98$, $p > .05$

No significant gender differences were observed in reports of alcohol consumption causing tension or disagreement with family or friends in the past 12 months. 10.0% of females responded that alcohol usage had caused tension or disagreement with family or friends compared to 0.0% of males.

TABLE 7

Comparison of Male and Female Responses to Whether Alcohol Consumption had Resulted in Trouble with the Police in the Past 12 Months.

Response	M		F	
	%	N	%	N
Yes	-	-	-	-
No	55.6	10	95.0	15
Don't Drink Alcohol	44.4	8	25.0	5

Note: $\chi^2 = 1.59, p > .05$

No significant gender differences were observed in reports of whether alcohol consumption had resulted in trouble with police in the past 12 months. No males or females reported that alcohol consumption had resulted in trouble with the police.

HOW ALCOHOL CONSUMPTION AFFECTED SUBJECTS' BEHAVIOR

TABLE 8

Comparison of Male and Female Responses to Whether Alcohol Consumption had Caused Them to Give Up Buying Other Things in the Past 12 Months.

Response	M		F	
	%	N	%	N
Yes	16.7	3	15.0	3
No	38.9	7	60.0	12
Don't Drink Alcohol	44.4	8	25.0	5

Note: $\chi^2 = 1.91, p > .05$

No significant gender differences were observed in reports of whether alcohol consumption had caused subjects to give up buying other things in the past 12 months. 16.7% of males reported giving up buying other things due to alcohol consumption in the past year compared to 15.0% of females.

TABLE 9

Comparison of Male and Female Responses to Whether Alcohol Consumption had Caused Them to Damage Things in the Past 12 Months

Response	M		F	
	%	N	%	N
Yes	11.2	2	10.0	2
No	44.4	8	65.0	13
Don't Drink Alcohol	44.4	8	25.0	5

Note: $\chi^2 = 1.78, p > .05$

No significant gender differences were observed in reports of whether alcohol consumption had caused them to damage things in the past 12 months. 11.2% of males and 10.0% of females reported that they had damaged things while drinking alcohol in the past year.

TABLE 10

Comparison of Male and Female Responses to Whether Alcohol Consumption had Caused them to Injure Themselves in the Past 12 Months

Response	M		F	
	%	N	%	N
Yes	5.6	1	30.0	6
No	44.4	8	45.0	9
Don't Drink Alcohol	50.0	9	25.0	5

Note: $\chi^2 = 4.68, p > .05$

No significant gender differences were observed in reports of whether alcohol consumption had caused them to injure themselves in the past 12 months. 30.0% of females reported that they had injured themselves while drinking alcohol in the past 12 months compared to 5.6% of males.

TABLE 11

Percentage and Number of Males and Females Responses to Using Fake Identification or Lying About Their Age in Order to Get Alcohol in the Past 12 Months

Response	M		F	
	%	N	%	N
Yes	21.4	3	23.1	3
Once or Twice	14.3	2	15.4	2
Three or More	-	-	15.4	2
Don't Drink Alcohol	64.3	9	46.2	6

Note: $\chi^2 = 2.57$, $p > .05$

No significant gender differences were observed in reports of using fake identification or lying about their age in order to receive alcohol. 35.7% of males reported using fake identification or lying about their age in order to receive alcohol one or more times in the past year compared to 53.9% of females.

ALCOHOL AND ITS' EFFECT ON SCHOOL LIFE

TABLE 12

Gender Comparison of Number of Classes Devoted to Alcohol Education *

Response	M		F	
	%	N	%	N
None	35.3	6	50.0	10
One or Two	29.4	5	15.0	3
Three or Four	23.5	4	20.0	4
Five or More	11.8	2	15.0	3

Note: $\chi^2 = 1.47, p > .05$

No significant gender differences were observed in reports of number of junior high classes devoted to alcohol education. 35.3% of males and 50.0% of females reported that they did not have any classes in the school year which were devoted to alcohol education. 64.7% of males and 50.0% of females reported having one or more classes devoted to alcohol education.

*A class is defined as a forty minute period in a given subject.

TABLE 13

Comparison of Male and Female Responses to Whether Their School has a Rule Against Drinking Alcohol on School Property or at School Events

Response	M		F	
	%	N	%	N
Yes	88.2	15	95.0	19
Don't Know	11.8	2	5.0	1

Note: $\chi^2 = .56, p > .05$

No significant gender differences were observed in reports of whether the school had a rule against drinking alcohol on school property or at school events. 88.2% of males and

95.0% of females knew that the school had a rule against drinking alcohol on property.

11.8% of males and 5.0% of females did not know.

TABLE 14

A Comparison of the Effect of Alcohol Consumption School Work By Gender

Response	M		F	
	%	N	%	N
Yes	5.9	1	-	-
No	52.9	9	75.0	15
Don't Drink Alcohol	41.2	7	25.0	5

Note: $\chi^2 = 2.61$, $p > .05$

No significant gender differences were observed in reports of alcohol consumption having affected their school work or exams so that they did not do as well as they could.

5.9% of males reported that alcohol consumption had affected their school work compared to 0.0% of females.

CHAPTER 3

DISCUSSION

This study was carried out to investigate the prevalence, quantity and frequency of alcohol use by Grade 9 students in one school in St. John's, NF. The results of this study found that males and females surveyed report significant differences in alcohol consumption within the past 12 months and 4 weeks. No other significant gender differences were observed. The results of the study suggest that the females surveyed in this study were more likely to drink alcohol than males surveyed. This is in disagreement with the 1996 Newfoundland and Labrador Student Drug Use Survey which observed that male and female alcohol consumption within the past 12 months was 58.5% of males and 53.6% of females. The results of this study report that 75.0% of females surveyed compared to 50.0% of males surveyed had consumed alcohol once a month or more in the past 12 months suggesting possibly that females in this group surveyed were more likely to drink alcohol than the males surveyed.

The study found that males and females reported significant differences in frequency of alcohol consumption within the past 4 weeks. 33.4% of males compared to 55.0% of females reported consuming alcohol once or more within the past 4 weeks. These findings are in disagreement with the 1996 Newfoundland and Labrador Student Drug Use Survey which reported that males were more likely to have consumed alcohol within the past 4 weeks compared to females (50.0% and 28.0% respectively).

While the sample of students surveyed in this study is not representative of the total adolescent population, females surveyed reported consuming alcohol on more occasions than the males surveyed.

IMPLICATIONS

The study shows that a substantial proportion of the grade 9 students surveyed consumed alcohol during the past 12 months. It can be concluded that a greater proportion of students in this study reported drinking alcohol within the past 12 months (69.8%) compared to the 1996 Newfoundland and Labrador Student Drug Use Survey (56.0%) and the 1995 Ontario Student Drug Use Survey (58.8%). It is suggested that school administration, educators, counsellors, health professionals, parents and adolescents be aware of this information to help them plan and evaluate alcohol prevention and education programs.

Some findings of this study, while not statistically significant, are important because they provide insight into the level of alcohol consumption by teenagers surveyed in this study. 35.0% of females and 16.8% of males reported being drunk in the 4 weeks prior to the study. Also, 40.0% of females reported consuming more than 5 alcoholic beverages on the same occasion in that same period compared to 22.3% of males. 30.0% of females reported injuring themselves while consuming alcohol within the past year compared to 5.6% of males. These results suggest that females in this group are more at risk in terms of their physical health due to their current level of alcohol consumption. The intern feels

that the results of this study indicate a need to target students at this junior high for alcohol education. By grade 9, a large number of adolescents have experimented with alcohol and use it on a regular basis. Females appear to be using alcohol in a greater proportion. Identification of alcohol usage at the junior high school level may be necessary in order to plan prevention programs at both the junior and senior high levels. It is also suggested that a collaborative approach by the school, parents, students and the community is needed in order to decrease the level of alcohol consumption by adolescents. Harm reduction strategies could be considered in an effort to decrease the negative results of alcohol consumption.

RECOMMENDATIONS

Based upon the results from this survey, the intern proposes the following recommendations :

1. It is recommended that existing alcohol prevention/education programs in the school be evaluated.
2. It is recommended that the Alcohol Use Survey be repeated every two years.
3. It is recommended that parents and adolescents could be encouraged to participate in developing or expanding upon existing alcohol prevention/education programs.
4. It is recommended that alcohol consumption by students be assessed prior to grade 9 in order to identify previous levels of alcohol consumption.

5. Although the sample for this study represents only grade 9 students surveyed in one school, the results do point to the need for future research in this area which would include a broader sample.

CHAPTER 4

THE INTERNSHIP EXPERIENCE: A REFLECTIVE JOURNAL

The following journal is an informal means by which to focus and re-focus upon internship goals and objectives. At the completion of each of the ten weeks, the intern analyzed progress allowing her to critically evaluate performance, redirect competencies, and develop abilities to become a competent and professional counsellor.

Week 1 (April 14-18, 1997)

I had a meeting with my on-site supervisor concerning the study I had developed to be implemented in the internship setting. A tentative time was planned to administer the survey. Also, a time was planned in order to inform the students about the importance of the study.

One of the major goals for the week was to become familiar with the educational assessments in the guidance office. I spent a number of hours after school reading about the uses, procedures, reliability and validity of these assessments. I felt I needed a solid understanding of the assessments in order to develop analysis skills.

During the nights, I researched the area of sexual abuse. I was especially interested in different counselling approaches which would be beneficial in counselling adolescents

who had been sexually abused. From this experience, it became obvious that I needed to spend much more time exploring this area because of the nature of the problem. It is a topic which I will need to continue to research during the course of my internship.

Week 2 (April 21 – 25, 1997)

During this week I spent a considerable amount of time reviewing the Board Policies and Procedures Manual. This manual helped me to become familiar with the roles and responsibilities of counsellors, teachers and administration as well. I felt that a review of this manual was needed in order to build upon my university "knowledge" of the role of a guidance counsellor and the School Board's description of the role and responsibilities of a guidance counsellor. From this exercise it became apparent that my own view of the role of a counsellor was the very similar to the views expressed in this manual.

I spent sometime this week becoming acquainted with the CHOICES Career Program. I felt it was important to go through this program myself so that I could have a first hand knowledge of the computer program. I think this is a very useful tool for students to use to help them develop tentative career paths and areas of interest.

During this week I was invited by my on-site supervisor to visit local organizations and agencies and collect pertinent information in the form of pamphlets, books, and packages which could be displayed in the guidance room. This was a very useful exercise to complete as I will need to constantly update my guidance room throughout my career.

which could be displayed in the guidance room. This was a very useful exercise to complete as I will need to constantly update my guidance room throughout my career.

Week 3 (April 28 – May 1, 1997)

This week I was asked to assist in supervising the National Math Assessment. I had previously read all the information that my on-site supervisor had received and as a result, I was familiar with the procedure and importance of this cross-country survey.

I researched the areas of effective decision making skills, test anxiety, and conflict resolution in an effort to incorporate this knowledge into my counselling sessions. As a future counsellor, I am becoming increasingly aware of the importance of ongoing research into new topics as they arise. I feel that life long learning will help me to be a progressive guidance counsellor.

I discovered the importance of consultation this week. Consultation is an on-going activity that will prove to be immensely beneficial to me as a novice counsellor. However, consultation remains an important activity regardless of the number of years one has counselled.

Week 4 (May 6 – 9, 1997)

This week I was asked to attend and become involved in ongoing meetings concerning students who were required to attend Summer School. I learned from this experience that this is a very good way for the guidance counsellor to gain information concerning students who may be in need of guidance services. These meetings provided an excellent opportunity to discuss students' academic and social development in a relatively short period of time. In this way, students are identified who may avail of counselling or referral services.

I was also invited to accompany the on-site supervisor to various feeder schools. The purpose of these visits is to help the students in their transition from elementary school to junior high by providing them with verbal and pictorial material regarding the new school they would be attending. It also gave them an opportunity to ask any questions they might have.

Week 5 (May 12 – 16, 1997)

This week started out with a meeting with a grade 9 student, his parents and teachers. The purpose of the meeting was to develop strategies to assist the student with a reading disability in his day to day school activities and classes. I decided to further research the area of learning disabilities during the week nights. This research enabled me to have more in-depth discussions with teachers and counsellors regarding this particular student's problem.

Throughout this week, I began counselling a student who was having difficulty controlling his anger. Having previously worked with young offenders, I had some experience in counselling adolescents with anger management difficulties. I became aware of programs which could be used to help young people with aggressive and violent tendencies. This has become an area which I am very interested in pursuing. I hope to become a registered psychologist specializing in working with adolescents who have violent or aggressive tendencies. I expect that my work as a guidance counsellor will provide me with a solid foundation upon which to build a future career as a psychologist.

Week 6 (May 19 – 23, 1997)

This week began with a discussion concerning school violence. I decided to become reacquainted with the school's policy concerning violence and the Board's policy concerning reporting abuse of a student by a student. This knowledge of the policies helped me to make more informed judgements in my counselling sessions.

Later in the week, I became familiar with a variety of the services which the Janeway Hospital offers such as family counselling. Referring a family to be waitlisted for such a service can be helpful to all individuals involved. I had the opportunity to talk to a student and his parents regarding this service. All were in agreement that the counselling sessions helped them to get through a difficult time in the life of the family.

Week 7 (May 26 – 30, 1997)

This week began with a class visit to the Marine Institute. I was asked to help supervise the visit. Much of the remainder of the week was spent administering and scoring assessments, and writing reports. Ongoing consultation with my on-site supervisor helped keep me on track. I also participated in case conferences where assessment results were reported to students, parents, and teachers. I feel that these experiences helped me to become familiar with assessment interpretation procedures with parents, teachers, and students. However, I do realize that only experience gained by completing assessment as a guidance counsellor will help me to become more proficient in this area.

Week 8 (June 2 – 6, 1997)

This week began with administering the Student Alcohol Survey, collecting data and having ongoing consultation with my on-site supervisor and faculty advisor.

I was invited to attend a meeting with the itinerant teacher for visually impaired students concerning a new student who would be attending the school in the upcoming school year. This was a very informative session for me because my knowledge in this area was limited. I learned the different ways that teachers can help visually impaired students in their classrooms. For example, large print books, moving to the front of the class, etc. With each passing day I became increasingly aware of the duties and responsibilities of a guidance counsellor in the school setting.

I also attended meetings with social workers who visited the school concerning various issues confronting particular students. From this I became aware of how my own counselling skills can provide support for students who are experiencing difficulties in their personal lives.

Week 9 (June 9 – 13, 1997)

This week began with meeting with teachers to discuss the special needs of students pertaining to testing situations. I helped supervise exams and assisted students who required reading, scribing or an explanation of test questions. This opportunity gave me a chance to see report recommendations put into action. I thoroughly enjoyed the one-on-one experience with students and saw first hand how this type of accommodation helped students with special needs. They received the extra time and help they needed in order to complete exams.

Week 10 (June 16 – 20, 1997)

This week began with a meeting with an educational psychologist concerning the assessment of a student who had difficulty with phonetics. This meeting was necessary to help place the student in an appropriate program in the next school year. Through this experience, I became more familiar with Individual Program Plans and how I.P.P.'s are developed. The remainder of the week was spent completing assessments and writing reports.

Ten weeks have come and gone! I am amazed with how much I have been able to experience and learn during my internship. I have no doubts concerning the importance of the internship experience. Throughout this placement I have been challenged to translate counselling theories into practice(praxis). However, under the guidance of my supervisor I have learned that theory studied in university can be used in different ways depending upon the student and the presenting problem. Some of the situations I had to deal with presented me with challenging ethical issues especially cases dealing with abuse. However, I was able to draw on my ethical theory and the experience of my supervisor in coming to terms with these issues. I know that I chose the appropriate route which will help me be both a competent and professional counsellor. It was a whirlwind ten weeks! I found it both fulfilling and difficult to say good-bye to students and school personnel. I have been very fortunate to have worked with such highly competent individuals. However, my greatest thanks is extended to the students who have accepted me as a guidance counsellor. I dedicate my future career to them.

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APPENDIX A: Additional Readings Completed During Internship

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APPENDIX B: Study Drug Use Survey

STUDENT DRUG USE SURVEY

1. **Are you male or female?**

A. Male

B. Female

2. **What grade are you in?**

A. Grade 7

D. Grade 10 Level I

B. Grade 8

E. Grade 11 Level II

C. Grade 9

F. Grade 12 Level III

3. **How old are you?**

A. 11 years old or younger

F. 16 years old

B. 12 years old

G. 17 years old

C. 13 years old

H. 18 years old

D. 14 years old

I. 19 years or older

E. 15 years old

4. **How many of your friends use Alcohol?**

A. None

D. More than half

B. A few

E. All

C. About half

5. In the past 12 months, how often did you drink alcohol - beer, wine or hard liquor (rum, whisky, etc.)?
- A. Not at all
B. Just a sip
C. Once a month or less often
D. 2 or 3 times a month
- E. Once a week
F. Twice a week
G. 3 times a week
H. 4 or 5 times a week
I. Almost every day - 6 or more times a week
6. In the past 12 months, has your drinking caused tension or disagreement with family or friends?
- A. Yes B. No C. I don't drink alcohol
7. In the past 12 months, have you been in trouble with the police as a result of drinking?
- A. Yes B. No C. I don't drink alcohol
8. In the past 12 months has the cost of alcohol caused you to give up buying other things?
- A. Yes B. No C. I don't drink alcohol
9. In the past 12 months, when drinking, have you damaged things?
- A. Yes B. No C. I don't drink alcohol

10. In the past 12 months, has your drinking caused you to injure yourself?
- A. Yes B. No C. I don't drink alcohol
11. In the past 12 months, have you used fake identification or lied about your age in order to get alcohol?
- A. Yes D. Five to ten times
B. Once or twice E. More than ten times
C. Three or four times F. I don't drink alcohol
12. During the last 4 weeks, how often did you drink alcohol (beer, wine or hard liquor)?
- A. Not at all
B. Once or twice in the last four weeks
C. Once or twice each week in the last four weeks
D. Three or four times in the last four weeks
E. Five or six times in the last four weeks
F. Once each day in the last four weeks
G. More than once each day in the last four weeks
13. How many times in the last 4 weeks has drinking alcohol made you drunk (that is, you had so much to drink that you threw up or lost control of your actions)?
- A. I did not drink alcohol in the last four weeks
B. I have not been drunk in the last four weeks
C. I was drunk once in the last four weeks

- D. I was drunk twice in the last four weeks
- E. I was drunk three times in the last four weeks
- F. I was drunk four times in the last four weeks
- G. I was drunk five or more times in the last four weeks

For question #14, ONE DRINK means:

- 1 bottle of beer (about 340ml)
- or 1 glass of wine (about 120 ml)
- or 1 shot glass of liquor (about 40 ml)

14. How many times in the last 4 weeks have you had five or more drinks on the same occasion?
- A. I did not drink alcohol at all in the last four weeks
 - B. I have not had five or more drinks of alcohol on the same occasion in the last four weeks
 - C. Once, I had five or more drinks of alcohol on the same occasion in the last four weeks
 - D. Twice
 - E. Three times
 - F. Four times
 - G. Five or more times

15. How many classes have you had in this school year that talked about alcohol?
- A. None
 - B. One or two classes
 - C. Three or four classes
 - D. Five or more classes
16. Does your school have a rule against drinking alcohol on school property or at school events?
- A. Yes
 - B. No
 - C. Don't know
17. In the past 12 months, has drinking affected your school work or exams so that you did not do as well as you could?
- A. Yes
 - B. No
 - C. I don't drink alcohol

APPENDIX C: Letter to School Principal Requesting Permission to Conduct Study

April 23, 1997

Ms. Lesley Gardner, Graduate Student
Masters of Educational Psychology Program
Faculty of Education
Memorial University of Newfoundland
St. John's Campus, St. John's, NF

Mr. Hubert Hillier, Principal
MacDonald Drive Junior High School
St. John's, NF

Dear Mr. Hillier:

Please accept this letter of request to conduct research in this school for partial fulfillment of the requirement of my Master's Degree. This research has been approved by the Faculty's Ethics Review Committee of Memorial University of Newfoundland.

The research consists of administering a seventeen (17) item questionnaire to two grade 9 Adolescence classes requesting information on the level, frequency and use of alcohol. The seventeen (17) items have been selected from the 1996 Student Drug Use Survey conducted in Newfoundland and Labrador. The questionnaire will take approximately 10 - 20 minutes to complete. I will not identify any school, student or parent in the course of my research. Student participation is voluntary and dependent upon parental consent. The students responses are confidential and anonymous. A student may withdraw or refuse to answer any questions if they choose, without obligation. Finally, parents and students may have access to the results if they desire.

If you have any further questions or require additional information, you can contact Dr. William Kennedy (M.U.N Supervisor) - 737-6717 or Dr. Patricia Canning (Associate Dean of Graduate Programs and Research) - 737-3487.

Thank you for your consideration.

I, Hubert Hillier, consent to this request by Lesley Gardner to conduct research in this school for partial fulfillment of the requirement of the M.ED program.

Sincerely,

Lesley Gardner

Appendix D: Letter to Parents Requesting Consent

April 23, 1997

Ms. Lesley Gardner, Graduate Student
Masters of Educational Psychology Program
Faculty of Education
Memorial University of Newfoundland
St. John's Campus, St. John's, NF

Dear Parent(s):

I am a graduate student at Memorial University of Newfoundland. I am conducting research which has been approved by the Faculty's Ethics Review Committee of Memorial University of Newfoundland. I wish to administer a seventeen (17) item questionnaire to grade 9 students in the Adolescence course. The purpose of this survey is to try to gather information concerning the level, frequency and use of alcohol which should prove helpful to the school and parents.

Student participation is dependent upon your approval and is voluntary on the part of the student. A student may withdraw or refuse to answer any questions if they choose, without obligation. Responses are confidential and anonymous. I will not identify any school, student, or parent in the course of this research. Parents and students may have access to the results of the research if they desire.

If you have any questions or concerns, please do not hesitate to contact me at (709) 579-4993. For further information you may contact Dr. William Kennedy (M.U.N. Supervisor) at 737-6717 or Dr. Patricia Canning (Associate Dean of Graduate Programs and Research) at 737-3487.

I _____ (Parent Signature) consent to my son/
daughter _____ (Child's Name) participating in this survey.

I _____ (Parent Signature) do **not** consent to
my son/daughter _____ (Child's Name) participating in this
survey.

Thank you for your consideration.

Sincerely,

Lesley Gardner

Please sign this letter and have your son or daughter return it to Mr. Adams by May 26 ,
1997

**Appendix E: Letter of Consent to Conduct Survey from Newfoundland and
Labrador Department of Health**



GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

Department of Health
Addictions Services

March 25, 1997

Ms. Lesley Gardner
22 Rutledge Crescent
St. John's, NF
A1A 3J6

Dear Ms. Gardner:

This letter is written in response to your request of March 21, 1997 regarding the Student Drug Use Survey (SDUS).

Permission has been granted for you to proceed with the use of the alcohol questions in the SDUS for a research project that you are completing as part of your internship. I understand that your research will not be publishable but I would be most interested in receiving a copy of the final product.

Good luck with your research, and don't hesitate to contact me if you need further information.

Yours truly,

BEVERLEY CLARKE, M.S.W., R.S.W.
Director
Addictions Services

/bmj



