

**Newfoundland and Labrador Guidance Counsellors' Use of Theory to Inform
Practice**

By
Shelley Coleman

A thesis submitted to the School of Graduate Studies in partial fulfillment of the
requirements for the degree of

Master of Education (Counselling Psychology)

Faculty of Education

Memorial University of Newfoundland

April 2018

St. John's

Newfoundland and Labrador

Abstract

Theory is an important consideration in professional guidance counsellor practice. There are a multitude of theoretical models that counsellors can use to understand their work and guide their practice. The current study explored the views of guidance counsellors in Newfoundland and Labrador in terms of how they reported using theory, along with which theories they used, to guide their various work-related responsibilities. All guidance counsellors in the province received an e-mail invitation to complete a survey designed to explore theory use for each of the established 15 guidance counsellor work related roles in Newfoundland and Labrador. Survey questions also explored views on previous training around theory and potential areas for future training needs. Results illustrated a wide variety of views on the usefulness and appropriateness of theory to inform practice. Results also highlighted a range of theoretical models being utilized in schools in Newfoundland and Labrador by guidance counsellors. The current thesis explores findings related to theory use among guidance counsellors in the province with a focus on implications for practice, future research, and training.

Acknowledgements

I would like to acknowledge my gratitude for the limitless feedback, support, patience and sharing of knowledge and advice from Dr. Greg Harris, my supervising faculty member. Thank you, Greg, for your guidance through this entire process, especially since most of it happened across 800 kilometers of distance. Thank you for allowing me to take an idea of yours and run with it! Also, to Mr. Gerry White whose knowledge of statistical analysis and patience with the whole process was very helpful. I would also like to thank Dr. Elaine Greidanus, Faculty of Education at University of Lethbridge for her help with the FluidSurvey start-up.

I would also like to thank Mr. Trent Langdon for his review of the survey questions and all the guidance counsellors who willingly participated in this study and made it a success. Also, to the principals of the many schools in the NLESD who granted permission for the survey to be distributed to the guidance counsellors, and to Cara Tedstone who volunteered to call schools in the NLESD in an effort to make this survey a success.

Above all else, I would like to thank my husband, Drew and our three sons, Andrew, Ethan and Conor for their understanding, patience, and support as I spent countless hours away from home to complete this study. Without your love and support this would not have become a reality.

Table of Contents

Title Page	i
Abstract	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables	vii
List of Figures	viii
List of Appendices	ix
Chapter 1: Literature Review	1
1.1. Theory defined	1
1.1.1. Psychodynamic	2
1.1.2. Humanistic – Existential	4
1.1.3. Cognitive Behavioural	6
1.1.4. Post Modern	8
1.1.5. Eclectic	10
1.2. Barriers to Using Theory	10
1.3. Theory in Counsellor Training	13
1.4. Theory and Counselling Regulation	14
1.5. Theory in Practice	15
1.5.1 School Counselling Work Related Roles	18

1.6. Research Questions	20
Chapter 2: Methodology	21
2.1 Sampling	21
2.2 Research Design	22
2.2.1 Administration of the Questionnaire	22
2.2.2 Questionnaire	23
2.2.3 Analysis	24
2.2.4 Conclusion	24
Chapter 3: Results	25
3.1 Demographics	25
3.2 Formal Theory Use	28
3.3 Guidance Counsellors Professional Roles	34
3.4 Training and Development	78
Chapter 4: Discussion	80
4.1 Study Limitations	89
Study Conclusions	89

List of Tables

Table 1.	22
Distribution of NL Schools and Guidance Counsellors Surveyed	
Table 2.	26
Demographic Characteristics of the Sample	
Table 3.	29
Responses to Top Used Theories from Questionnaire	
Table 4.	34
Frequency Counts for Importance of Theory and Self-Assessed Effectiveness for each of the fifteen professional roles of NLESD Guidance Counsellors	
Table 4 (ii).	35
Responses to theory used when fulfilling each professional role	

List of Figures

Figure 1. Responses to Top Used Theories by School of Theory 32

List of Appendices

Appendix A – Guidance Counsellor’s Use of Theory Questionnaire	94
Appendix B – Research Approval Letters	102
Appendix C - Initial Email to Guidance Counsellors	104
Appendix D – Email to all Principals in the NLESD	105
Appendix E – Description/Ethics/Confidentiality/ Contact Information/ Consent: First Page of FluidSurvey	107

CHAPTER 1

LITERATURE REVIEW

The following literature review explores theory in counselling, including a definition of what theory in counselling means as well as a description of the core theoretical approaches common in counselling. Following this, there is an examination of the importance of a theoretical underpinning in counselling and school counselling.

Theory Defined

Most would agree that theory would refer to a set of principles or ideas intended to lay explanation to something (Merriam-Webster, 2017). For the purposes of this research project, theory refers to the theoretical approach a guidance counsellor would use in practice to explain core aspects of, and guide, the work they are doing. Historically there were a few main schools of theory, but they are quickly broadening with time. Studer and Diambra (2010) listed the most popular counselling theories used by school counsellors as person-centered counselling, reality therapy, Cognitive Behavior therapy, Solution Focused therapy and narrative therapy. Richard Nelson-Jones (2011) has categorized the counselling theories into four main schools, which the author used as a guideline to analyze participant responses from this current study. The first school of theory, Psychodynamic, would include psychoanalytic theories such as Jung and Freud. The second school of theory, Humanistic-Existential, includes such approaches as person-centered, gestalt, transactional, reality, existential and logotherapy. The Cognitive Behavioural school includes behavioural theory, REBT, CBT, cognitive, multi-modal,

social cognitive and dialectical behaviour theory. Finally, the fourth school, Post Modern, includes the most recent additions to theoretical practice such as solution focused brief therapy, narrative, feminist, and strengths based therapy (Nelson-Jones, 2011).

Psychodynamic

Psychodynamic theory had its start with “Sigmund Freud’s belief that drives, biologically-based impulses that seek gratification, play a critical role in determining human behaviour” (Holtz Deal, 2007, p. 185). Gladding (2009) points out that from a historical perspective alone, psychoanalytic theories are among the first to gain public recognition and acceptance, although they have evolved since their inception. Developed by Sigmund Freud, a Viennese psychiatrist (1856-1939), it was him who developed the original ideas surrounding the unconscious, preconscious and conscious mind, and analyzing the personality into three distinct parts known as the Id, Ego and Superego (Corey, 2013; Gladding, 2009; Nelson-Jones, 2015). According to Freud, the consciousness of the mind was the “key to understanding behaviour and problems with personality” (Corey, 2013, p. 65). Freud also placed significance on the psychosexual stages of development, especially the first three; oral, anal and phallic stages, as he theorized that unresolved development in the first six years of life had a notable impact on later life. Traditionally, Freud used techniques such as free association, interpretation, dream analysis and transference to work with his clients through the change process. According to Corey (2013), psychoanalytic therapy consists “largely of using methods to bring out unconscious material that can be worked through. It focuses primarily on

childhood experiences, which are discussed, reconstructed, interpreted and analysed. The assumption is that exploration of the past... is necessary for character change” (p. 94).

After Freud’s death in 1939 psychoanalytic therapy began to evolve, and gradually theorists started to use the term psychodynamic therapy to describe their work instead of psychoanalytic therapy. Jones-Smith (2016) describes this movement toward a more contemporary psychodynamic process that includes not only Freud’s psychoanalytic therapy, but also the separate theories of

- Jung, 1954 (analytic psychology)
- Adler, 1959 (individual psychology)
- Anna Freud, 1936 and Erik Erikson, 1950 (ego psychology)
- Melanie Klein, 1932 and Donald Winnicott, 1953 (object relations therapy)
- Heinz Kohut, 1971-1977 (self psychology)
- Mitchell, 1988 (relational analysis)
- Messer and Warren, 2001 (brief psychodynamic therapy)

(Jones-Smith, 2016, p. 43)

Freud himself was the first to coin the term psychodynamic as influenced by the theory of thermodynamics, along with Freud’s own idea of the mind’s flow of psychological energy from the libido to the brain (Jones-Smith, 2016). According to Shedler (2010), there are seven features of psychodynamic therapy that hold it separate from the other theories one might encounter. The first is the focus on affect and expression of emotion, next is the exploration of attempts to avoid distressing thoughts

and feelings, such as a client's resistance. Identification of recurring themes, and patterns and discussion of past experience with a developmental focus, are two more features observed by Shedler. Next is the focus on interpersonal relations including attachment, focus on the therapy relationship such as transference and countertransference issues, and finally, exploration of fantasy life (Shedler, 2010). Psychodynamic therapy has undergone a variety of reformulations since its start and today is comprised of a variety of schools, including the classical perspective, object relations theory, self-psychology, and the interpersonal and relational schools (Corey, 2013). It has also moved away from the idea of gratification of basic needs and toward a position of growth and expansion by incorporating the cultural and social influences on personality (Corey, 2013).

Humanistic-Existential

This school of theory was defined for the purposes of this study, using Richard Nelson-Jones' (2010) classification system which includes such theoretical stances as person-centered, gestalt, existential, transactional analysis, and reality therapies. The term humanistic describes counselling as the individual having an active role in deciding matters related to their own environment and themselves, while existentialism emphasizes the freedom that human beings have in choosing what to make of their own situations (Gladding, 2009).

Carl Rogers is the most well known for person-centered counselling, he believed that people are essentially good, trustworthy, positive and realistic. He believed the major goal of counselling is to facilitate a client's personal development through a genuine, non-judgmental and an empathic counselling relationship (Gladding, 2009; Jones-Smith,

2016). Person centered therapists work as a facilitator as opposed to director, in helping clients pursue meaning and purpose in their own lives. According to Gladding (2009) techniques are focused around unconditional regard, empathy and congruence.

Rollo May and Viktor Frankl are two of the most influential professionals in the field of existentialism, which emphasises the freedom that we have as humans to make ones' own choices and what direction life may take (Jones-Smith, 2016; Nelson-Jones, 2015). Existentialists believe that the root of most problems stem from any of four core struggles, which are death, freedom versus responsibility, isolation and meaninglessness (Jones-Smith, 2016). Frankl's theory, Logotherapy states that meaning goes beyond self-actualization and exists at other levels which can be discovered by doing a deed, experiencing a value, or through suffering (Gladding, 2009). Through development of a relationship with the client, confrontation, awareness exercises, and goal setting, the counsellor can help the client realize the importance of meaning, responsibility, and potential (Gladding, 2009; Jones-Smith, 2016).

Another supportive and nurturing therapeutic worldview would be that of Eric Berne's Transactional Analysis. Nelson-Jones (2015) states that T.A. counsellors help clients obtain an 'I am OK, you are OK' life position with goals of social control, symptomatic relief, transference cure and autonomy. Popular techniques used with clients include game analysis, script analysis, interrogation, confrontation, explanation, illustration and interpretation. Gestalt therapy stresses the perception of wholeness and how people function in their totality (Gladding, 2009). The gestalt therapist is highly intuitive, and the process is very verbal and experiential as it focuses on what is

happening in the moment (Jones-Smith, 2016). Finally, Reality therapy assumes that people need quality relationships to be fully satisfied in life, and problems arise when clients try to gain too much control, while not taking responsibility for their behaviour (Jones-Smith, 2016). Counsellors of reality therapy help clients become psychologically stronger, clarify what they want in life and to aid the client in formulation of a realistic plan to achieve personal goals (Gladding, 2009).

Cognitive-Behavioural

Continuing with the direction of Nelson-Jones (2010), the Cognitive-Behavioral school of therapy includes theoretical worldviews such as behaviour theory, rational emotive behaviour therapy (REBT), cognitive therapy, social cognitive therapy, dialectical behaviour therapy and cognitive-behavioural therapy. The cognitive and behavioural approaches have become more than just a classification of theory, “these two schools have become the dominant psychotherapy orientation in therapy” (Jones-Smith, 2016, p. 113). Its popularity can most likely be attributed to its well-defined goals, techniques and the brevity of delivery (Jones-Smith, 2016).

Counsellors who take a behavioural approach seek to help clients learn new appropriate ways of acting. They help them decrease or eliminate unwanted or maladaptive behaviours through such techniques as reinforcers, assertiveness training, punishment, time-out, systematic desensitization as well as other techniques (Gladding, 2009; Jones-Smith, 2016; Nelson-Jones, 2015). Cognitive counselling theories focus on mental processes and their influences on mental health and behaviour, believing that how people think can determine how they feel and behave (Corey, 2013; Gladding, 2009).

Aaron Beck is most known for his contribution here and his idea that automatic thoughts indicate errors in some person's thinking that can be corrected (Jones-Smith, 2016).

Albert Ellis' Rational Emotive Behavioural Therapy believes that people have both self interest and social interest and that humans are gullible beings whose challenges can be related to any of several irrational belief systems (Corey, 2013; Gladding, 2009; Jones-Smith, 2016). REBT uses techniques to help the client catch these negative cognitions and to realize they can live more rational and productive lives through conscious disputation of these unhelpful thoughts.

According to Jones-Smith (2016), Albert Bandura bridged the gap between behavioural therapy and cognitive therapy. Jones-Smith recognized that Bandura pointed out that people learn a great deal from watching others which led to his social learning theory, and eventually social cognitive therapy. Jones-Smith places a focus on what she calls the "third wave" of behaviour therapy which includes "dialectical behaviour therapy (or DBT) as a treatment approach for chronically suicidal individuals who met the criteria for borderline personality disorder" (p. 189). The goal of DBT is to help clients create and maintain stable environments and be content with change using metaphors, devils advocate technique, allowing natural change, dialectical assessment and more. This third wave of behaviour therapy that Jones-Smith addresses also identifies "cognitive neuroscience as one of the fastest growing fields in the CBT school" (p. 185). This field of study is often not mentioned in many counselling theory textbooks, but it is a growing academic field that deals with the scientific study of functional neuroimaging to provide information on underlying cognitions (Jones-Smith, 2016). The cognitive-behavioural

school of therapy continues to grow due to its manualized, brief and highly studied process (Corey, 2013; Gladding, 2009; Jones-Smith, 2016). According to Flanagan, Allen and Levine (2015), an accumulation of outcome studies and conclusions reached by literature reviews, points to the premise that CBT is an evidence-based treatment for many disorders in youth and should be endorsed as a leading treatment for struggling youth. “Research agendas are looking at what treatments work for whom, with a view to developing empirically supported treatments. To date, results primarily reflect cognitive behavioral therapies” (Hanley, Humphrey, & Lennie, 2012, p. 104).

Post Modern

Once again, for the purposes of this study, theories that fell under the post-modern umbrella were Solution Focused Brief Theory (SFBT), Narrative Therapy, and Strengths Based Therapy. This categorization was taken from the framework of Nelson-Jones’ (2010) counselling theory textbook. “Postmodern therapies are situated in a tradition of thought that questions or rejects certain knowledge in areas of human life, including theories that assume the actuality of therapist expertise in psychological causes and functioning” (Nelson-Jones, 2015, p. 337).

Steve de Shazer, Insoo Kim Berg, and others developed solution-focused theory at the Brief Family Therapy Center in the 1980’s (Corey, 2013; Jones-Smith, 2016). This was a different approach than the prevailing views of the time. Instead of focusing on the problem, the solution-focused approach represented a paradigm shift toward emphasizing the client’s strengths and resilience’s, in achieving identified goals (Gladding, 2009; Jones-Smith, 2016). The client is accepted as the expert on his or her own life, while the

counsellor is a facilitator of change. The major goal of counselling is to help the client identify exceptions to distressing times, and then to work toward a solution using a collaborative process, miracle questions, scaling, and compliments, for example (Corey, 2013; Gladding, 2009).

In postmodern thinking, meaning is created using language in the development of stories. Michael White and David Epston are best known for their use of narrative in therapy (Corey, 2013). This approach involves adopting a shift in focus from most traditional theories, as counsellors are encouraged to establish a collaborative approach with listening to clients' stories; to search for times of resourcefulness. They would then use questions and narrative reasoning to help clients redefine their lives and relationships through new narratives (Corey, 2013; Gladding, 2009). Strengths-based therapy is similar to narrative therapy in that it also searches for strengths and resourcefulness. Martin Seligman, former president of the American Psychological Association once stated, "Psychology is not just the study of weakness and damage; it is also the study of strengths and virtues" (Jones-Smith, 2016, p. 555). Elsie Jones-Smith (2016) is a major contributor to the strengths-based framework, she reiterates ten categories of strengths as well as a model for assessing clients' strengths and barriers. Jones-Smith also lays out an eight-phase process that is designed to increase an individual's awareness, ability to self-regulate, and to use strengths to deal with challenging situations. Therapy techniques include a hope chest, hope symbols, strength journal, strengths cards, and developing a circle of support (Jones-Smith, 2016).

Eclectic Practice

Many counsellors today follow an eclectic approach to counselling theory, borrowing from two or more theoretical approaches. The word eclectic means deriving from various sources (Nelson-Jones, 2015). According to Gladding (2009) most professional counsellors in that time identified themselves as eclectic in the use of therapy and techniques with an average of 4.4 theories making up their therapeutic work.

As needs change, an eclectic therapist may depart from a theory to another approach. While eclectism can draw on various theories, using techniques to meet clients' needs; it can be hazardous to the process if the counsellor is not adequately familiar with all aspects of the theories they are using (Gladding, 2009). Gladding goes on to speak to five levels of eclectism from a level one sloppy and unsystematic process to better defined models that involves mastering two theories before making combinations. Other levels of eclectic practice use a transtheoretical model that is very direction focused and well laid out.

Barriers to Using Theory

There are barriers that pose challenges to school counsellors' use of theory in their practice. Gladding (2009) points to one study in 1985 that overwhelmingly reported that secondary school counsellors are heavily involved in nonprofessional activities, and they have struggled to prove their worth as they are sometimes misunderstood by school officials, parents and students, in their role. Once a school counsellor's role is defined beyond that of counselling their demographic population, potential barriers to their

efficient use of counselling theory may come into play. The fact that Canada does not have a national school counselling model and their school counselling services also show inconsistency due to differing provincial guidelines (Reavie, 2015), would also pose challenges to school counsellors in their role. The CCPA (2006) indicates differences in both provincial guidelines related to minimum education requirements for school counsellors and also whether they require a school counsellor to be a certified teacher. For example, school counsellors in Newfoundland and Labrador are required to be a certified teacher with a master's degree in counselling, while those in Ontario do not require a master's degree and those in Saskatchewan do not require being a certified teacher. According to Keats and Laitsch (2010) this lack of consistent regulation both provincially and nationally is likely to create confusion for not only other agencies and school administrators but also for school counsellors themselves.

The Mental Health Commission of Canada (2013) estimates that ten to twenty percent of youth are affected by a mental illness or disorder and that suicide is among the leading causes of death in 15-24-year-old Canadians. They also point out that mental disorders in youth ranked second highest in hospital care expenditures in Canada. According to current research, mental health issues are a leading health problem for Canadian youth, thus schools play a key role in assessment, access to services and referral to outside agencies (Keats & Laitsch, 2010). In the literature, school counsellors find it difficult to authentically counsel students due to lack of time tied to counsellor-student ratios and the burden of non-counselling duties (Lambie & Rokutari, 2002; Morrow, 2001; Rowell & Hong, 2013). The blending of roles in school counselling, such as

counselling and teaching, can create complications; thus, mixing of such roles can be a barrier to effective counselling practice (Baker, 1994; Keats & Laitsch, 2010). When school counsellors are required to perform non-counselling duties, it causes confusion in role definition for the members of the school team, thereby limiting the effectiveness of team collaboration (Reavie, 2015).

Challenges for school counsellors are not limited to Canada. McMahon and Paisley (2001) outline four challenges that school counsellors face. The first and most significant they focus on is the ambiguous role definition. This leads to a struggle of priorities, as counsellors are expected to be involved in both educational and mental health initiatives. The authors point out several responsibilities defined within their roles; from development of interagency partnerships, academics, career counselling, school leadership, developmental specialist, family relations, conflict resolution, violence, suicide, teen pregnancy, drugs, drop outs, plus numerous other responsibilities that are often deemed inappropriate. McMahon and Paisley go on to suggest that this is beyond the scope of what is possible, especially when school counsellors are faced with student ratios ranging from 1:313 in Vermont to 1:1182 in California schools. Other challenges outlined were, increasingly diverse student populations, the increasing reliance on technology without adequate financial supports, and finally, the many calls of accountability as they are challenged to demonstrate in measurable terms the effectiveness of their work (McMahon & Paisley, 2001).

Theory in Counsellor Training

Graduate programs tend to require coursework and practical training in theory. Harris and Flood (2015) reviewed 24 universities across Canada and their graduate counselling programs. Their goal was to identify a core thematic idea of counselling programs related to counselling theory and skills. Their research revealed that most programs offer a range of theoretical approaches while allowing students the opportunity to specialize according to their personal journey. Some universities emphasized research-informed practice more than others, and most theories presented to students were of Western origin (Corey, 2012).

Course and class structure were analyzed using various course outlines, which revealed a combination of lecture, group, demonstrations and practicum work, with a clear emphasis on lectures. Peer work was common, usually in the form of video work and group discussions. A range of course assignments were noted, with the most common being a theoretical orientation paper, and formal tests being less common. Other forms of evaluations Harris and Flood note are self-reflections and journaling, as well as counselling practice by role-play and video.

Various training programs have been developed for instruction in basic counselling and skills. Research has suggested that key counsellor skills and abilities can be enhanced by training, with understanding and ability to develop a therapeutic relationship being at the core of effective counselling (Corey, 2013; Harris & Flood, 2015; Nelson-Jones, 2015). Other personal characteristics that are critical to effective counselling include, non-judgemental views, accepting nature, kindness, warmth and

caring (Harris & Flood, 2015). Harris and Flood's (2015) review of Canadian counselling programs highlight several themes that are important for the development of effective curricula in counselling that can be used as programs continue to improve.

Theory and Counselling Regulation

The Canadian Counselling and Psychotherapy Association have a set of requirements for applicants wishing to be Certified Canadian Counsellors. This includes graduate coursework in counselling theories (CCPA, 2014). Many Canadian counselling graduate programs require coursework in the areas of counselling theory (Harris & Flood, 2015, p. 210), further highlighting its importance. The Canadian Counsellor and Psychotherapist Association (CCPA, 2014) outlines courses in counselling theory as part of the requirements to become certified under their national regulatory body. The CCPA (2017) outlines counselling as a skilled and principled relationship that facilitates self-knowledge, growth, emotional acceptance and development of personal resources. They go on to specify counselling as a relational process based upon a set of ethical competencies that would work towards human change that addresses wellness, relationships, career development, personal growth, mental health, and psychological distress. The CCPA (2017) defines the counselling process as being characterized by the application of recognized systemic principles, which fits with this project's definition of theory.

The American Psychological Association (APA, 2017) and the Canadian Psychological Association (CPA, 2017) require coursework in counselling theory as well, further demonstrating the vital nature of theory in practice. In the province of Newfoundland and Labrador, the Newfoundland and Labrador Psychology Board regulates the profession of Psychology under the authority of the Psychologist's Act (2005). A Psychologist would refer to a "Registered Psychologist" (Psychologists Act, 2005), whose name is on the register of psychologists and has met all standards of such, including a minimum of a Master's Degree in Psychology and various course work including psychological interventions which would likely include a significant focus on counselling theory (NLPSYCH, 2017). In many other parts of Canada, the process of becoming a Registered Psychologist includes the completion of a doctoral degree, but still includes a focus on course work in the area of psychological intervention (CPA, 2017).

Theory in Practice

A therapist without a theoretical approach to psychotherapy is like Alice in Wonderland asking the Cheshire cat which way she should go. Theories of psychotherapy are like the Cheshire cat. They provide a road map for us when we work with clients. Without such a map, therapists are only winging it. They're like Alice, wanting to go somewhere but not knowing where they want to go with a client. Effective therapists establish theoretical road maps or treatment plans for their clients.

(Jones-Smith, 2016, p. 1)

Jones-Smith is not alone in her conviction when it comes to the importance of theory in the practice of counselling, many respected authors in the domain reiterate her opinion that having a theoretical underpinning is one of the pre-determinants of a successful counsellor (Corey, 2013; Gladding, 2009). According to Gladding (2009), theory is instrumental as a model or framework for counsellors to use to hypothesize solutions to problems and is an essential part of effective counselling practice. Gladding goes on to note that without theoretical backing, counsellors risk operating haphazardly. Studer and Diambra (2010) outline a guide for school counsellors in training which highlights the most popular counselling theories used by school counsellors from schools of theory including humanistic, reality, CBT, solution-focused and narrative therapies.

Research has shown that it is imperative that school counsellors are qualified in theoretical principles given the vulnerability of the client group (Pattison et al., 2008). Burns (2011) stressed that effectiveness is important for school psychologists to consider when selecting interventions and to “avoid those without a theoretical foundation because theoretical and conceptual frameworks provide a structure to guide practice and solve problems” (p.133). Despite this, little research exists exploring school counsellors’ use of theory in practice. What research does exist tends to suggest that solution focused, and brief intervention approaches tend to be most common.

Littrell and Carlson (2009) reported that the majority (87%) of school counsellors in their study (n =175) reported some knowledge and experience with solution-focused and brief counselling modalities. Bond et al. (2013) noted that SFBT is becoming more and more common in schools as it is highly efficient and flexible. It also has an

increasingly strong track record with youth dealing with behavioural problems (Gingerich & Wabeke, 2001). Literature reviews reveal that cognitive behavioural therapy (CBT) is an evidence based practice that meets established standards to treat behaviour disorders in youth (Collins & Dozois, 2008; Eyberg, Nelson & Boggs, 2008; Flanagan, Allen & Levine, 2015; Horowitz & Garber, 2006) suggesting that it is another theoretical approach with strong potential for school counsellors. The American Psychological Association's best practice parameters indicate that CBT should be the first line of treatment for youth (APA, 2006; Flanagan et al., 2015).

Many school programs are informed by counselling theory. One example would be the general concept behind popular token economy programs where students receive a token for positive behaviour. The general concept of motivation is strongly related to the conscious or subconscious reasoning where people tend to engage in activities for their own pleasure, linking back to the basics of psychodynamic theory (Theodotou, 2014). More current approaches to this token program are leaning towards giving students verbal rewards instead of materialistic rewards, this supports cognitive theory where rewards are left to the individual's interpretation and are more informational (Theodotou, 2014). Programs such as PBS (positive behaviour support) stem from behaviour therapy where individuals get more immediate consequences to behaviours in hopes to highlight positive behaviours with positive reinforcements (O'Neill & Stephenson, 2010).

Another current and popular school program that draws from a counselling theoretical framework would be the MindUp Curriculum which has specialized curriculum for primary, elementary and junior high levels. This curriculum is based on

neuroscience and teaches individuals mindful learning and resilience (The Hawn Foundation, 2011). Each curriculum has a workbook with several lessons that bring individuals through how the brain works, mindful awareness, sharpening their senses, perspectives and mindful actions. While neuroscience is a relatively new framework for school counsellors, it is quickly gaining popularity and a strong research base (Jones-Smith, 2016).

When performing a review of literature regarding guidance counsellors use of theory, it became evident that there was very little available (Reavie, 2015). The current study helps to bridge this gap by providing Canadian research on guidance counsellors' use of theory in their practice.

School Counsellors' Work-Related Roles

Counsellors in the education system are referred to as “guidance counsellors” in Newfoundland and Labrador. According to the Newfoundland and Labrador English School District (NLESD) they have 15 defined roles, including the following:

1. Developing a comprehensive school guidance program.
2. Engaging in the planning and managing of tasks to support the learning and development of students.
3. Promoting the holistic development of students through and understanding of human growth, development, behaviour and learning.
4. Understanding diversity of student's development and learning.
5. Comprehensive assessment

6. Individual counselling
7. Group counselling
8. Career development
9. Crisis prevention and intervention
10. Engaging in ethical practice.
11. Teaching
12. Supervision
13. Delivering or developing special education services.
14. Consultation with teachers and other professionals.
15. Consultation with parents, guardians and other family.

(Dept. of Education, 2014).

The current study explored how guidance counsellors in this province reported using theory in each of these various roles. The following section explores the research questions for the current study.

Research Questions

The overarching research question in the current study was: Are guidance counsellors using formal counselling theory to inform their practice? Given this research question, and the possible responses to the questionnaire administered, the researcher specifically addressed the following:

1. What are the most used theories by guidance counsellors in the NLESD?
2. Do guidance counsellors have a formal theoretical underpinning? Do they believe they should have a formal theoretical underpinning?
3. How would guidance counsellors rate the importance of theory to inform their practice in each of their assigned professional roles?
4. How effective do guidance counsellors feel in each of their assigned roles?
5. What theories are guidance counsellors using in each of their assigned professional roles?
6. Are guidance counsellors feeling adequately trained/prepared to use theory in their work?
7. Do guidance counsellors value professional development opportunities regarding theory and practice? Would they like to have more access to professional development regarding theory?
8. What types of training would guidance counsellors like to access, regarding theory?

CHAPTER 2

METHODOLOGY

This study utilized a survey method to explore how guidance counsellors in the Newfoundland and Labrador English School District (NLESD) used Counselling theory to inform their practice. The questionnaire used in this study was developed through the joint efforts of Dr. Gregory Harris and the author, Ms. Shelley Coleman with reviews from Mr. Trent Langdon. This chapter presents information on the methods used for data collection and analysis. Participant demographics, sampling approach and research design are included.

Sampling

Guidance counsellors in the Newfoundland and Labrador English School District were surveyed (see Appendix A). Exactly 155 guidance counsellors were sent email invitations (see Appendix C) to participate in the survey. Permissions to administer the surveys were obtained in writing from the Newfoundland and Labrador English School District (See Appendix B).

Before guidance counsellors could be invited to participate in the survey, oral or written consent was required from each school principal (see Appendix D). The researcher telephoned and emailed individual principals to obtain consent to survey the guidance counsellors. The researcher solicited the help of an undergraduate student to do a portion of the telephoning, while most principals were contacted via email. The body of

the email contained a brief introduction to the study and included copies of the NLESD consent letter and ICHER ethical clearance (See Appendix B). Email addresses were obtained from the NLESD District website for individual principals. To obtain individual guidance counsellor email addresses, the researcher requested that the individual principals include this in their written permission response. Two schools in the Labrador Region of the NLESD reported that they did not have an assigned guidance counsellor. Once principal consents were received, an email was sent to 155 guidance counsellors that had been granted permission, inviting them to participate in this study (See Appendix C).

Table 1: Distribution of NL Schools, and Guidance Counsellors Surveyed

School District	# of Schools	# of Guidance Counsellors invited to participate in the study
Eastern	116	91
Central	64	29
Western	62	29
Labrador	15	6
Total	257	155

Research Design

Administration of the Questionnaire

The questionnaire was administered electronically to all guidance counsellors who had been granted permission in the Newfoundland and Labrador English School District. The survey was administered using FluidSurvey, an online survey software tool. Guidance Counsellors were contacted via email (see Appendix C) and provided a link to access the informed consent form and questionnaire posted on FluidSurvey. Counsellors were presented with a brief explanation of the survey explaining the intention and purpose for the research, possible ethical concerns, assurance of confidentiality, and contact information should they have any questions (see Appendix E). Next, counsellors were presented with a consent form where clicking “yes” indicated their consent to participate in this study and led them to the questionnaire (see Appendix A). Counsellors were informed that participation in the survey was completely voluntary and all information was strictly confidential and not in any way linked to their identification or have any impact on their employment.

Following the initial invitation email (see Appendix C) two more reminder emails were sent to guidance counsellors over the next two-month period. As incentive to participate, participants could enter their name in a draw to win a \$100 Coleman’s Gift card by emailing their name to the researcher (see Appendix C).

Questionnaire

The questionnaire used in this study was developed by Dr. Gregory Harris and Ms. Shelley Coleman. This questionnaire was developed to obtain an overall measure of how guidance counsellors in this province use theory to inform their practice in schools. The questionnaire contained 15 questions that gathered information regarding

counsellors' view of theory in practice and use of theory regarding each of their defined 15 professional roles. A portion of the 15-question survey asked participants to give non-identifying information regarding their demographics (i.e., age, sex, education, years of experience, percent of time employed as a guidance counsellor) as well as school information (i.e., type of school serviced and school location regarding urban or rural) (see Appendix A).

Analysis

Data was transferred from fluidsurvey to SPSS. Once data was transferred to SPSS it was manually checked to ensure the transfer was accurate. Measures of central tendency, dispersion, and simple inferential techniques were primarily used to examine the data as the purpose of the study was descriptive in nature. The last section of the questionnaire allowed participants an avenue to add to the survey about their experiences as a guidance counsellor, and their use of theory in practice. This anecdotal data was examined for common themes, words and phrases.

Conclusion

In conclusion, this chapter summarizes the methodology used in this research by presenting information on methods used for data collection and analysis including participant demographics, sampling approach, and research design. The survey instrument used and the procedures for administering the instrument were also discussed. The next chapter will present the findings of the current study

CHAPTER 3

RESULTS

As previously discussed, 155 guidance counsellors were administered the Theory in Practice Questionnaire. A total of 84 guidance counsellors completed the survey. This chapter presents the research findings in the current study including participant demographics; data regarding formal theory use; data on theory used within the professional duties of NLESD guidance counsellors as well as information gathered about participants' training and professional development regarding theory.

The analysis of this survey data provided the avenue to further analyze the eight research questions previously outlined.

Demographics

A total of 155 guidance counsellors in 257 schools were invited to participate in this study. Study participation included reading an informed consent form and completing the Theory in Practice Questionnaire. Eighty-four guidance counsellors completed the entire survey giving a response rate of 54.2%. Three quarters of the participants were female (75%) and 69.1 % of participants were between the ages of thirty and forty-nine, with 71.4 percent in full time guidance positions. Every participant indicated that they held a Master's Degree in Education and 20% indicated that they were Canadian Certified Counsellors (CCC). Five counsellors (6%) indicated that they were Registered

Psychologists, while one participant (1.2%) noted that they held a PhD in general psychology.

More than half of participants (52.4%) had ten or less years of experience in counselling, while 8.4% had more than twenty years' experience. Most participants worked in rural schools (57.8%), while 39.8% work in urban schools and very few (2.4%) work between both urban and rural schools. It was interesting to note that thirteen participants (15.5%) indicated that they serviced more than one school. Approximately 32% of counselors indicated that they work with students of all ages from kindergarten to grade twelve, 39.3% work with only primary or elementary students while 28.6% of counselors work only with high school students. Of those working with high school students, 37.5% noted that they work only with senior high school aged students. A more detailed table of demographic data can be assessed below (Table 2).

Table 2: Demographic Characteristics

Characteristic	N	% of Sample
Sex		
Male	20	23.8
Female	63	75.0
Other	1	1.2
Age		
Under 30	3	3.6
30-39	26	31.0

40-49	32	38.1
50-59	23	27.4
Years' Experience		
0-5	22	26.2
6-10	22	26.2
11-15	20	23.8
16-20	13	15.5
21-25	2	2.4
26+	5	6.0
Percent Position		
Full Time	60	71.4
Part Time + Other	22	26.2
Part Time Guidance Only	2	2.4
School Location		
Urban	33	39.3
Rural	48	57.1
Both	2	2.4
Missing	1	1.2
Grade Level Counselling		
All Grades	27	32.2

Primary/Elementary	33	39.3
Grade 4-7	1	1.2
High School (7-12)	7	8.3
Senior High Only	9	10.7
Middle School Only	7	8.3
Education and Designation		
Masters of	84	N/A
Education	1	N/A
Ph. D		
Designation	17	N/A
Canadian Certified	5	N/A
Counselor		
Registered Psychologist		

Formal Theory Use

The first three survey questions asked participants about their overall use of formal theory in their practice. While 50 % (N = 42) of participants answered that they do have a formal theoretical underpinning, half of guidance counsellors employed by NLESD answered that they do not adhere to a formal counselling theory in their practice. When participants were asked, on a five-point likert scale, if they believe that guidance counsellors should have a formal theoretical underpinning, 22.6% (N= 19) reported that

one should **always** adhere to a formal theory while 29.8% (N= 25) were **unsure**. On average, participants scored a 3.5200 ± 1.32849 , indicating that participants tended to fall between unsure and somewhat always in terms of their views of guidance counsellors having a formal theoretical underpinning. Participants were also asked to rank order their most used theory in practice as a guidance counsellor. They were asked to consider their overall use of theory in practice when answering this question as opposed to considering specific job duties or roles. Over sixty percent (N = 55) of participants declared either solution focused or cognitive behavioural theories for their first choice, 51.2% (N= 43) declared the same two theories for their second choice, while the third-choice options saw other theories such as narrative and cognitive theories. In all three choices, solution focused theory was the most selected response (see Table 3). Figure 1 depicts similar data as Table 3, using an infographic to demonstrate the most used theories by school of theory as defined by Nelson-Jones (2011).

Table 3a: Theoretical Orientation First choice

School of Theory Theoretical Orientation	N	% of Sample
Cognitive Behavioural School	30	35.7
(CBT) Cognitive Behavioural	19	22.6
(CBT) Cognitive Behavioural	6	7.1
(CBT) Cognitive Behavioural	4	4.8
(DBT) Dialectical Behaviour	1	1.2
Humanistic/Existential School	6	7.1
Humanistic Reality	4	4.8
Humanistic Reality	2	2.4

The Psychodynamic School	0	0.0
The Post-Modern School	37	44.0
Solution Focused	36	42.9
Narrative	1	1.2
Career Theory School	0	0
Other	2	2.4
Systems/Family	1	1.2
Play Therapy	1	1.2
Eclectic	8	9.5
I Do Not Subscribe to a Theory	1	1.2
Missing	0	0
Total	84	100

Table 3b: Theoretical Orientation Second Choice

School of Theory Theoretical Orientation	N	% of Sample
Cognitive Behavioural School	47	56.0
(CBT) Cognitive Behavioural	24	28.6
(CBT) Cognitive Behavioural	8	9.5
(CBT) Cognitive Behavioural	14	16.7
(DBT) Dialectical Behavior	0	0
(DBT) Dialectical Behavior	1	1.2
(DBT) Social Cognitive (SCT)		
Humanistic/Existential School	4	4.8
Humanistic	0	0
Reality	3	3.6
Existential	1	1.2
The Psychodynamic School	0	0.0
The Post-Modern School	20	23.8
Solution Focused	19	22.6

Narrative	1	1.2
Career Theory School	1	1.2
Multiple Intelligence	1	1.2
Other	4	4.8
Systems/Family	2	2.4
Play Therapy	0	0.0
Feminist	2	2.4
Eclectic	4	4.8
I Do Not Subscribe to a Theory	0	0.0
Missing	4	4.8
Total	84	100

Table 3c: Theoretical Orientation Third Choice

School of Theory Theoretical Orientation	N	% of Sample
Cognitive Behavioural School	22	26.2
(CBT) Cognitive Behavioural	8	9.5
(DBT) Cognitive Behavioural	8	9.5
(DBT) Cognitive Behavioural	4	4.8
(DBT) Dialectical Behavioral	0	0
(DBT) Social Cognitive	2	2.4
Humanistic/Existential School	10	11.9
Humanistic	5	6.0
Reality	3	3.6
Gestalt	2	2.4
The Psychodynamic School	0	0.0
The Post-Modern School	20	23.8
Solution Focused	12	14.3

Narrative	8	9.5
Career Theory School	4	4.8
Multiple Intelligence	2	2.4
Developmental Self-	2	2.4
Concept		
Other	6	7.1
Systems/Family	5	6.0
Play Therapy	0	0.0
Feminist	1	1.2
Eclectic	1	1.2
I Do Not Subscribe to a Theory	0	0.0
Missing	21	25.0
Total	84	100

Figure 1A: Most Used Theories

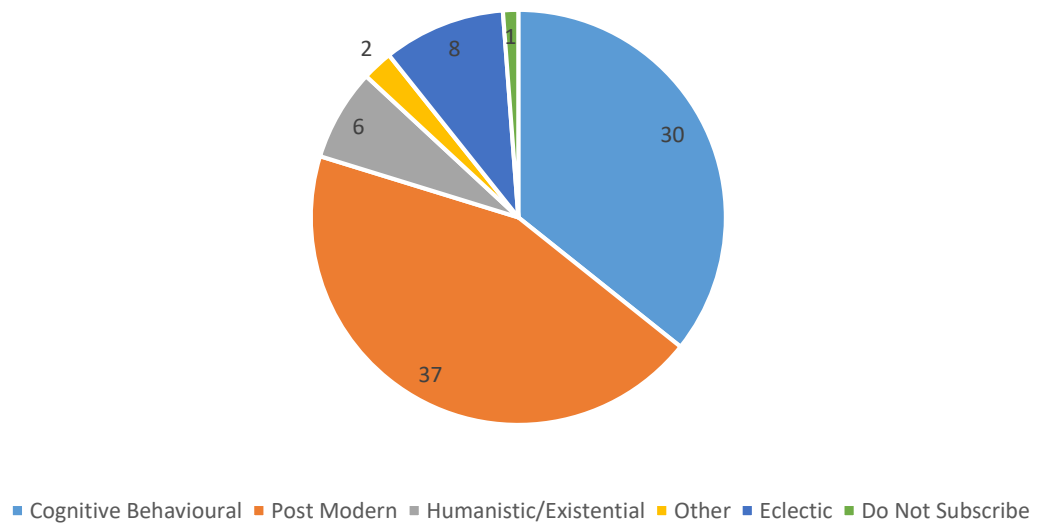
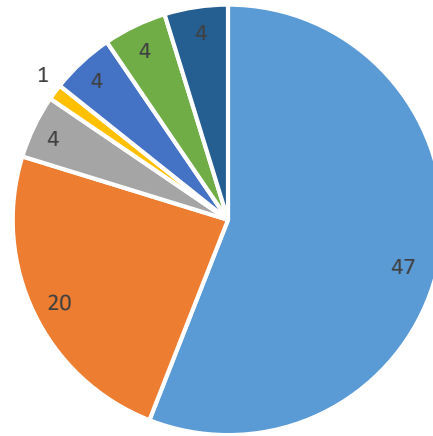
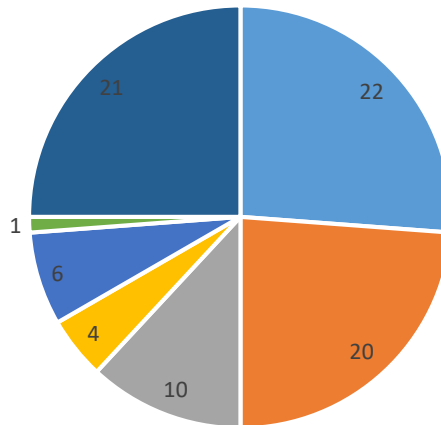


Figure 1B: Second Most Used Theories



- Cognitive Behavioral
- Post Modern
- Humanistic/Existential
- Career Theories
- Other
- Eclectic
- Missing

Figure 1C: Third Most Used Theories



- Cognitive Behavioural
- Post Modern
- Humanistic/Existential
- Career Theories
- Other
- Eclectic
- Missing

Guidance Counsellor Professional Roles

The survey asked participants three questions regarding theory use in each of 15 professional roles that are part of the job description for guidance counsellors employed by the Newfoundland and Labrador English School District. Participants were asked to rate the importance of theory to inform their practice when fulfilling each role, what theory they used when fulfilling each role and, finally, to rate how effective they felt in fulfilling each of the roles.

Role A: Developing a comprehensive school guidance program

Participants reported a mean score of 3.68 in terms of their importance of theory in relation to this role, with a standard deviation of 1.05. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 3.76 with a standard deviation of 0.79, indicating that the mean fell between the unsure and often effective options, slightly closer to the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4A.

Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 48 participants that listed theories, 23 gave more than one theory in their response. Thirty participants indicated they used cognitive behavioural theories (35.7%), while twenty-four (28.6%) indicated they used solution focused theory in this role.

Table 4A: Developing a comprehensive school guidance program

	N	Valid Percent
Importance of Using Theory		
Very Important	15	17.9
Somewhat Important	46	54.8
Unsure	7	8.3
Somewhat Not Important	13	15.5
Not at all Important	3	3.6
Total	84	100
Missing	0	0
Self-Assessed Effectiveness of Role		
Highly	8	10.1
Often	52	65.8
Unsure	12	15.2
Rarely	6	7.6
Ineffective	1	1.3
Total	79	100.0
Missing	5	6.0*

*Is not a valid percentage

Table 4A(ii) Theories Used in Fulfilling Role A

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	30	35.7
	24	28.6

(CBT)	Cognitive Behavioural	2	2.4
		1	1.2
	Cognitive Behavioural	2	2.4
	Dialectical Behavior (DBT)	1	1.2
	Social Cognitive (SCT)		
Humanistic/Existential School		6	7.1
	Humanistic	4	4.8
	Reality	1	1.2
	Existential	0	0
	Gestalt	1	1.2
The Psychodynamic School			
	Sociodynamic	0	0
The Post-Modern School		27	32.1
	Solution Focused	24	28.6
	Narrative	2	2.4
	Strengths Based	1	1.2
Career Theory School		3	3.6
Concept	Developmental Self-	2	2.4
		1	1.2
	Multiple Intelligence	0	0
	Hollands Typology	0	0
	Learning Theory		
Other		7	8.3
	Systems/Family	2	2.4
	Play Therapy	3	3.6
	Feminist	2	2.4
	Multicultural	0	0
	NTU	0	0
	Trait Theory	0	0
	Brief/Crisis	0	0
Eclectic/Combination		3	3.6

I Do Not Use Theory In This Role or N/A	0	0
The Theory Varies According to Need/Situation	2	2.4
Total Theories Used In This Role	16	N/A
Listed more than one theory in this role	23	27.4
Missing	36	42.9

Role B: Engaging in the planning and managing of tasks to support the learning and development of students.

Participants reported a mean score of 3.75 in terms of their importance of theory in relation to this role, with a standard deviation of 1.06. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 3.80 with a standard deviation of 0.78, indicating that the mean fell just below the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4B. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 41 participants that listed theories, 26 gave more than one theory in their response. Thirty-six participants indicated they used cognitive behavioural theories (42.9%), while eighteen (21.4%) indicated they used solution-focused theory in this role.

Table 4B: Engaging in the planning and managing of tasks to support learning and development

	N	Valid Percent
Importance of Using Theory		
Very Important	19	22.6

Somewhat Important	41	48.8
Unsure	12	14.3
Somewhat Not Important	8	9.5
Not at all Important	4	4.8
Total	84	100
Missing	0	0
Self-Assessed Effectiveness of Role		
Highly	11	14.5
Often	44	57.9
Unsure	17	22.4
Rarely	3	3.9
Ineffective	1	1.3
Total	76	100.0
Missing	8	9.5*

*Is not a valid percentage

Table 4B(ii) Theories Used in Fulfilling Role B

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	36	42.9
(CBT)		
Cognitive Behavioural	26	31.0
	3	3.6
Cognitive Behavioural	5	6.0
	2	2.4
Dialectical Behavior (DBT)	0	0.0

Social Cognitive (SCT)		
Humanistic/Existential School	10	11.9
Humanistic	6	7.1
Reality	3	3.6
Existential	0	0
Gestalt	1	1.2
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	23	27.4
Solution Focused	18	21.4
Narrative	4	4.8
Strengths Based	1	1.2
Career Theory School	4	4.8
Concept		
Developmental Self-	2	2.4
Multiple Intelligence	2	2.4
Hollands Typology	0	0
Learning Theory	0	0
Other	8	9.5
Systems/Family	4	4.8
Play Therapy	2	2.4
Feminist	2	2.4
Multicultural	0	0
NTU	0	0
Trait Theory	0	0
Brief/Crisis	0	0
Eclectic/Combination	3	3.6
I Do Not Use Theory In This Role or N/A	0	0
The Theory Varies According to Need/Situation/ Assessment	1	1.2
Total Theories Used In This Role	15	N/A

Listed more than one theory in this role	26	31.0
Missing	43	51.2

Role C: Promoting the holistic development of students through an understanding of human growth, development, behaviour and learning.

Participants reported a mean score of 4.16 in terms of their importance of theory in relation to this role, with a standard deviation of 0.80. This indicates that the mean fell just above the somewhat important option on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 3.81 with a standard deviation of 0.64, indicating that the mean fell between the unsure and often effective options, slightly closer to the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4C. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 46 participants that listed theories, 24 gave more than one theory in their response. Thirty-six participants indicated they used cognitive behavioural theories (42.9%), while fourteen (16.7%) indicated they used solution-focused theory in this role.

Table 4C: Promoting the holistic development of students

	N	Valid Percent
Importance of Using Theory		
Very Important	27	32.5
Somewhat Important	47	56.6
Unsure	6	7.2

Somewhat Not Important	1	1.2
Not at all Important	2	2.4
Total	83	100
Missing	1	1.2*
Self-Assessed Effectiveness of Role		
Highly	8	10.1
Often	50	63.3
Unsure	19	24.1
Rarely	2	2.5
Ineffective	0	0.0
Total	79	100.0
Missing	5	6.0*

*Is not a valid percentage

Table 4C(ii) Theories Used in Fulfilling Role C

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	36	42.9
(CBT)		
Cognitive Behavioural	23	27.4
	4	4.8
Cognitive Behavioural	5	6.0
	2	2.4
Dialectical Behavior (DBT)	2	2.4
Social Cognitive (SCT)		
Humanistic/Existential School	15	17.9

Humanistic	11	13.1
Reality	1	1.2
Existential	1	1.2
Gestalt	2	2.4
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	20	23.8
Solution Focused	14	16.7
Narrative	5	6.0
Strengths Based	1	1.2
Career Theory School	6	7.1
Concept		
Developmental Self-	5	6.0
	1	1.2
Multiple Intelligence	0	0
Hollands Typology	0	0
Learning Theory		
Other	8	9.5
Systems/Family	4	4.8
Play Therapy	2	2.4
Feminist	1	1.2
Multicultural	1	1.2
NTU	0	0
Trait Theory	0	0
Brief/Crisis	0	0
Eclectic/Combination	2	2.4
I Do Not Use Theory In This Role or N/A	1	1.2
The Theory Varies According to Need/Situation	2	2.4
Total Theories Used In This Role	17	N/A
Listed more than one theory in this role	24	28.6
Missing	38	45.2

Role D: Understanding diversity of student’s development and learning.

Participants reported a mean score of 3.82 in terms of their importance of theory in relation to this role, with a standard deviation of 1.09. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 3.88 with a standard deviation of 0.65, indicating that the mean fell between the unsure and often effective options, slightly closer to the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4D.

Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 34 participants that listed theories, 22 gave more than one theory in their response. Seventeen participants indicated they used cognitive behavioural theories (20%), while nine (11%) indicated they used solution-focused theory in this role.

Table 4D: Understanding diversity of student’s development and learning

	N	Valid Percent
Importance of Using Theory		
Very Important	24	28.9
Somewhat Important	35	42.2
Unsure	13	15.7
Somewhat Not Important	7	8.4
Not at all Important	4	4.8
Total	83	100

Missing	1	1.2*
Self-Assessed Effectiveness of Role		
Highly	10	12.7
Often	49	62.0
Unsure	15	19.0
Rarely	2	2.5
Ineffective	0	0.0
Not Applicable	3	3.8
Total	79	100.0
Missing	5	6.0*

*Is not a valid percentage

Table 4D(ii) Theories Used in Fulfilling Role D

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	17	20.3
(CBT) Cognitive Behavioural	12	14.3
	2	2.4
Cognitive Behavioural	1	1.2
Dialectical Behavior (DBT)	1	1.2
Social Cognitive (SCT)	1	1.2
Humanistic/Existential School	9	10.7
Humanistic	6	7.1
Reality	2	2.4
Existential	0	0
Gestalt	1	1.2

The Psychodynamic School	1	1.2
Sociodynamic	1	1.2
The Post-Modern School	14	16.7
Solution Focused	9	10.7
Narrative	4	4.8
Strengths Based	1	1.2
Career Theory School	4	4.8
Concept		
Developmental Self-	2	2.4
Multiple Intelligence	2	2.4
Hollands Typology	0	0
Learning Theory	0	0
Other	11	13.2
Systems/Family	4	4.8
Play Therapy	2	2.4
Feminist	2	2.4
Multicultural	3	3.6
NTU	0	0
Trait Theory	0	0
Brief/Crisis	0	0
Eclectic/Combination	4	4.8
I Do Not Use Theory In This Role or N/A	0	0
The Theory Varies According to Need/Situation	3	3.6
Total Theories Used In This Role	18	N/A
Listed more than one theory in this role	22	26.2
Missing	50	59.5

Role E: Comprehensive Assessment.

Participants reported a mean score of 3.35 in terms of their importance of theory in relation to this role, with a standard deviation of 1.49. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 4.14 with a standard deviation of 0.66, indicating that the mean fell slightly above the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4E. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 27 participants that listed theories, 17 gave more than one theory in their response. Twenty-one participants indicated they used cognitive behavioural theories (25%), while four (4.8%) indicated they used solution-focused theory in this role.

Table 4E: Comprehensive Assessment

	N	Valid Percent
Importance of Using Theory		
Very Important	23	27.7
Somewhat Important	26	31.3
Unsure	6	7.2
Somewhat Not Important	13	15.7
Not at all Important	15	18.1
Total	83	100
Missing	1	1.2*

Self-Assessed Effectiveness of Role		
Highly	19	24.7
Often	46	59.7
Unsure	5	6.5
Rarely	2	2.6
Ineffective	0	0.0
Not Applicable	5	6.5
Total	77	100.0
Missing	7	8.3*

*Is not a valid percentage

Table 4E(ii) Theories Used in Fulfilling Role E

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	21	25
(CBT)		
Cognitive Behavioural	6	7.1
Cognitive	7	8.3
Behavioural	6	7.1
Dialectical Behavior (DBT)	0	0.0
Social Cognitive (SCT)	2	2.3
Humanistic/Existential School	5	6.0
Humanistic	3	3.6
Reality	1	1.2
Existential	0	0
Gestalt	1	1.2
The Psychodynamic School		

Sociodynamic	0	0
The Post-Modern School	8	9.6
Solution Focused	4	4.8
Narrative	3	3.6
Strengths Based	1	1.2
Career Theory School	7	8.4
Concept		
Developmental Self-	3	3.6
Multiple Intelligence	3	3.6
Hollands Typology	0	0
Learning Theory	1	1.2
Other	5	6.0
Systems/Family	4	4.8
Play Therapy	0	0
Feminist	1	1.2
Multicultural	0	0
NTU	0	0
Trait Theory	0	0
Brief/Crisis	0	0
Eclectic/Combination	3	3.6
I Do Not Use Theory In This Role or N/A	0	0
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	17	N/A
Listed more than one theory in this role	17	20.2
Missing	57	67.9

Role F: Individual Counselling

Participants reported a mean score of 4.61 in terms of their importance of theory in relation to this role, with a standard deviation of 0.49. This indicates that the mean fell

between the options of Somewhat Important and Very Important on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 4.05 with a standard deviation of 0.61, indicating that the mean fell just above the Often-Effective option on the rating scale. Frequency counts for these questions can be viewed in Table 4F. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 60 participants that listed theories, 45 gave more than one theory in their response. Fifty-three participants indicated they used cognitive behavioural theories (63.1%), while thirty-seven (44%) indicated they used solution-focused theory in this role.

Table 4F: Individual Counselling

	N	Valid Percent
Importance of Using Theory		
Very Important	50	61.0
Somewhat Important	32	39.0
Unsure	0	0
Somewhat Not Important	0	0
Not at all Important	0	0
Total	82	100
Missing	2	2.4*
Self-Assessed Effectiveness of Role		
Highly	15	18.8

Often	56	70.0
Unsure	7	8.8
Rarely	2	2.5
Ineffective	0	1.3
Total Missing	80	100.0
	4	4.8*

*Is not a valid percentage

Table 4F(ii) Theories Used in Fulfilling Role F

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	53	63.1
(CBT)		
Cognitive Behavioural	39	46.4
	5	6.0
Cognitive Behavioural	4	4.8
Dialectical Behavior (DBT)	3	3.6
Social Cognitive (SCT)	2	2.4
Humanistic/Existential School	13	15.5
Humanistic	7	8.3
Reality	4	4.8
Existential	1	1.2
Gestalt	1	1.2
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	47	56.0
Solution Focused	37	44.0

Narrative Strengths Based	9 1	10.7 1.2
Career Theory School	4	4.8
Concept		
Developmental Self-	2	2.4
Multiple Intelligence	2	2.4
Hollands Typology	0	0
Learning Theory	0	0
Other	11	13.1
Systems/Family	4	4.8
Play Therapy	1	1.2
Feminist	3	3.6
Multicultural	1	1.2
NTU	0	0
Trait Theory	0	0
Brief/Crisis	2	2.4
Eclectic	7	8.3
I Do Not Use Theory In This Role or N/A	2	2.4
The Theory Varies According to Need/Situation	2	2.4
Total Theories Used In This Role	19	N/A
Listed more than one theory in this role	45	53.6
Missing	24	28.6

Role G: Group Counselling

Participants reported a mean score of 4.32 in terms of their importance of theory in relation to this role, with a standard deviation of 0.75. This indicates that the mean fell between the options of somewhat important and Very Important on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 3.56 with a standard deviation of 0.94, indicating that the mean fell

between the unsure and often effective options on the provided rating scale. Frequency counts for these questions can be viewed in Table 4G. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 46 participants that listed theories, 25 gave more than one theory in their response. Thirty-two participants indicated they used cognitive behavioural theories (38.1%), while twenty-one (25%) indicated they used solution-focused theory in this role.

Table 4G: Group Counselling

	N	Valid Percent
Importance of Using Theory		
Very Important	31	40.8
Somewhat Important	42	55.3
Unsure	1	1.3
Somewhat Not Important	0	0
Not at all Important	2	2.6
Total	76	100.0
Missing	8	9.5*
Self-Assessed Effectiveness of Role		
Highly	7	10.0
Often	36	51.4
Unsure	20	28.6
Rarely	3	4.3

Ineffective	4	5.7
Total	70	100.0
Missing	14	16.7*

*Is not a valid percentage

Table 4G(ii) Theories Used in Fulfilling Role G

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	32	38.1
(CBT) Cognitive Behavioural	19	22.6
(CBT) Cognitive Behavioural	3	3.6
(CBT) Cognitive Behavioural	4	4.8
(DBT) Dialectical Behaviour	3	3.6
(DBT) Social Cognitive (SCT)	3	3.6
Humanistic/Existential School	9	10.7
Humanistic	5	6.0
Reality	2	2.4
Existential	1	1.2
Gestalt	1	1.2
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	26	31.0
Solution Focused	21	25.0
Narrative	5	6.0
Strengths Based	0	0
Career Theory School	1	1.2

Concept	Developmental Self-	1	1.2
	Multiple Intelligence	0	0
	Hollands Typology	0	0
	Learning Theory		
Other		7	8.3
	Systems/Family	1	1.2
	Play Therapy	1	1.2
	Feminist	3	3.6
	Multicultural	1	1.2
	NTU	0	0
	Trait Theory	0	0
	Brief/Crisis	1	1.2
Eclectic		2	2.4
I Do Not Use Theory In This Role or N/A		4	4.8
The Theory Varies According to Need/Situation		2	2.4
Total Theories Used In This Role		17	N/A
Listed more than one theory in this role		25	29.8
Missing		38	45.2

Role H: Career Development.

Participants reported a mean score of 3.43 in terms of their importance of theory in relation to this role, with a standard deviation of 1.21. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 3.65 with a standard deviation of 0.77, indicating that the mean fell between the unsure and often effective options, slightly closer to the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4H.

Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 27 participants that listed theories, 14 gave more than one theory in their response. Seven participants indicated they used cognitive behavioural theories (8.3%), while eight (9.5%) indicated they used solution-focused theory in this role.

Table 4H: Career Development

	N	Valid Percent
Importance of Using Theory		
Very Important	10	13.2
Somewhat Important	39	51.3
Unsure	11	14.5
Somewhat Not Important	6	7.8
Not at all Important	10	13.2
Total	76	100
Missing	8	2.4*
Self-Assessed Effectiveness of Role		
Highly	8	10.9
Often	27	37.0
Unsure	24	32.9
Rarely	3	4.1
Ineffective	0	0
Not Applicable	11	15.1

Total	73	100.0
Missing	11	13.1*

*Is not a valid percentage

Table 4H(ii) Theories Used in Fulfilling Role H

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	7	8.3
(CBT)		
Cognitive Behavioural	3	3.5
Cognitive Behavioural	2	2.4
Cognitive Behavioural	0	0
Dialectical Behavior (DBT)	1	1.2
Social Cognitive (SCT)	1	1.2
Humanistic/Existential School	5	6.0
Humanistic	2	2.4
Reality	1	1.2
Existential	0	0
Gestalt	2	2.4
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	14	16.7
Solution Focused	8	9.5
Narrative	5	6.0
Strengths Based	1	1.2
Career Theory School	11	13.1
Developmental Self-Concept	5	5.9
Multiple Intelligence	3	3.6
Multiple Intelligence	3	3.6

Hollands Typology Learning Theory	0	0
Other	5	6.0
Systems/Family	2	2.4
Play Therapy	0	0
Feminist	0	0
Multicultural	0	0
NTU	2	2.4
Trait Theory	1	1.2
Brief/Crisis	0	0
Eclectic/Combination	1	1.2
I Do Not Use Theory In This Role or N/A	1	1.2
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	16	N/A
Listed more than one theory in this role	14	16.7
Missing	57	67.9

Role I: Crisis Prevention/ Intervention

Participants reported a mean score of 3.96 in terms of their importance of theory in relation to this role, with a standard deviation of 1.20. This indicates that the mean fell just below the somewhat important option on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 4.00 with a standard deviation of 0.69, indicating that the mean fell at the often-effective option on the provided scale. Frequency counts for these questions can be viewed in Table 4I.

Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 41 participants that listed theories, 23 gave more than one theory in their response. Twenty-seven participants indicated they used cognitive behavioural

theories (32.1%), while twenty-one (25%) indicated they used solution-focused theory in this role.

Table 4I: Crisis Prevention/ Intervention

	N	Valid Percent
Importance of Using Theory		
Very Important	33	41.2
Somewhat Important	28	35.0
Unsure	7	8.8
Somewhat Not Important	7	8.8
Not at all Important	5	6.2
Total	80	100
Missing	4	4.8*
Self-Assessed Effectiveness of Role		
Highly	14	18.2
Often	47	61.0
Unsure	11	14.3
Rarely	0	0
Ineffective	1	1.3
Not Applicable	4	5.2
Total	77	100.0
Missing	7	8.3*

*Is not a valid percentage

Table 4I(ii) Theories Used in Fulfilling Role I

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	28	33.3
(CBT) Cognitive Behavioural	19	22.5
(CBT) Cognitive Behavioural	3	3.6
(CBT) Cognitive Behavioural	3	3.6
(CBT) Dialectical Behavior (DBT)	1	1.2
(CBT) Social Cognitive (SCT)	1	1.2
(ABA) Applied Behavior Analysis		
Humanistic/Existential School	7	8.4
Humanistic	4	4.8
Reality	2	2.4
Existential	0	0
Gestalt	1	1.2
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	28	33.3
Solution Focused	21	25.0
Narrative	6	7.1
Strengths Based	1	1.2
Career Theory School	0	0
Concept Developmental Self-	0	0
Concept Multiple Intelligence	0	0
Concept Hollands Typology	0	0
Concept Learning Theory		
Other	5	6.0

Systems/Family	2	2.4
Play Therapy	0	0
Feminist	0	0
Multicultural	0	0
NTU	0	0
Trait Theory	0	0
Brief/Crisis	2	2.4
Grief Therapy	1	1.2
Eclectic/Combination	3	3.6
I Do Not Use Theory In This Role or N/A	1	1.2
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	15	N/A
Listed more than one theory in this role	23	27.4
Missing	43	51.2

Role J: Engaging in Ethical Practice

Participants reported a mean score of 3.74 in terms of their importance of theory in relation to this role, with a standard deviation of 1.36. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 4.27 with a standard deviation of 0.80, indicating that the mean fell between the often effective and highly effective options on the provided rating scale. Frequency counts for these questions can be viewed in Table 4J. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 18 participants that listed theories, 6 gave more than one theory in their response. Seven

participants indicated they used cognitive behavioural theories (8.3%), while four (4.8%) indicated they used solution-focused theory in this role.

Table 4J: Engaging in Ethical Practice

	N	Valid Percent
Importance of Using Theory		
Very Important	33	40.7
Somewhat Important	19	23.5
Unsure	12	14.8
Somewhat Not Important	9	11.1
Not at all Important	8	9.9
Total	81	100
Missing	3	3.6*
Self-Assessed Effectiveness of Role		
Highly	31	41.9
Often	29	39.2
Unsure	9	12.2
Rarely	0	0
Ineffective	1	1.3
Not Applicable	4	5.4
Total	74	100.0
Missing	10	11.9*

*Is not a valid percentage

Table 4J(ii) Theories Used in Fulfilling Role J

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	7	8.4
(CBT)		
Cognitive Behavioural	3	3.6
Cognitive Behavioural	2	2.4
Cognitive Behavioural	1	1.2
Dialectical Behavior (DBT)	0	0
Social Cognitive (SCT)	1	1.2
Humanistic/Existential School	3	3.6
Humanistic	2	2.4
Reality	1	1.2
Existential	0	0
Gestalt	0	0
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	7	8.4
Solution Focused	4	4.8
Narrative	3	3.6
Strengths Based	0	0
Career Theory School	0	0
Concept		
Developmental Self-	0	0
Multiple Intelligence	0	0
Hollands Typology	0	0
Learning Theory	0	0
Other	0	0
Systems/Family	0	0

Play Therapy	0	0
Feminist	0	0
Multicultural	0	0
NTU	0	0
Trait Theory	0	0
Brief/Crisis	0	0
Eclectic/Combination	2	2.4
I Do Not Use Theory In This Role or N/A	2	2.4
The Theory Varies According to Need/Situation	1	1.2
Total Theories Used In This Role	8	N/A
Listed more than one theory in this role	6	7.1
Missing	66	78.6

Role K: Teaching

Participants reported a mean score of 3.79 in terms of their importance of theory in relation to this role, with a standard deviation of 1.09. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 3.95 with a standard deviation of 0.68, indicating that the mean fell between the unsure and often effective options, just slightly below the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4K.

Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 22 participants that listed theories, 10 gave more than one theory in their response. Seventeen participants indicated they used cognitive behavioural theories (20.2%), while four (4.8%) indicated they used solution-focused theory in this role.

Table 4K: Teaching

	N	Valid Percent
Importance of Using Theory		
Very Important	20	28.2
Somewhat Important	29	40.8
Unsure	12	16.9
Somewhat Not Important	7	9.9
Not at all Important	3	4.2
Total	71	100
Missing	13	15.5*
Self-Assessed Effectiveness of Role		
Highly	11	16.2
Often	30	44.1
Unsure	14	20.6
Rarely	0	0
Ineffective	0	0
Not Applicable	13	19.1
Total	68	100.0
Missing	16	19.0*

*Is not a valid percentage

Table 4K(ii) Theories Used in Fulfilling Role K

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	17	20.3
(CBT)		
Cognitive Behavioural	10	11.9
Cognitive Behavioural	4	4.8
Cognitive Behavioural	2	2.4
Dialectical Behavior (DBT)	0	0
Social Cognitive (SCT)	1	1.2
Humanistic/Existential School	2	2.4
Humanistic	1	1.2
Reality	0	0
Existential	0	0
Gestalt	1	1.2
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	5	6.0
Solution Focused	4	4.8
Narrative	1	1.2
Strengths Based	0	0
Career Theory School	7	8.4
Concept		
Developmental Self-	1	1.2
Multiple Intelligence	4	4.8
Hollands Typology	1	1.2
Learning Theory	1	1.2
Other	1	1.2
Systems/Family	0	0
Play Therapy	0	0
Feminist	0	0
Multicultural	0	0
NTU	1	1.2
Trait Theory	0	0

Brief/Crisis	0	0
Eclectic/Combination	1	1.2
I Do Not Use Theory In This Role or N/A	4	4.8
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	14	N/A
Listed more than one theory in this role	10	11.9
Missing	62	73.8

Role L: Supervision

Participants reported a mean score of 3.23 in terms of their importance of theory in relation to this role, with a standard deviation of 1.32. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 3.89 with a standard deviation of 0.71, indicating that the mean fell between the unsure and often effective options, slightly closer to the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4L.

Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 20 participants that listed theories, 6 gave more than one theory in their response. Nine participants indicated they used cognitive behavioural theories (10.7%), while seven (8.3%) indicated they used solution-focused theory in this role.

Table 4L: Supervision

	N	Valid Percent
--	---	---------------

Importance of Using Theory		
Very Important	13	16.9
Somewhat Important	26	33.8
Unsure	16	20.8
Somewhat Not Important	10	13.0
Not at all Important	12	15.5
Total	77	100
Missing	7	8.3*
Self-Assessed Effectiveness of Role		
Highly	11	15.1
Often	28	38.3
Unsure	17	23.3
Rarely	0	0
Ineffective	0	0
Not Applicable	17	23.3
Total	73	100.0
Missing	11	13.1*

*Is not a valid percentage

Table 4L(ii) Theories Used in Fulfilling Role L

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	9	10.7

(CBT)	Cognitive Behavioural	6	7.1
		0	0
	Cognitive Behavioural	3	3.6
	Dialectical Behavior (DBT)	0	0
	Social Cognitive (SCT)	0	0
Humanistic/Existential School		2	2.4
	Humanistic	1	1.2
	Reality	1	1.2
	Existential	0	0
	Gestalt	0	0
The Psychodynamic School			
	Sociodynamic	0	0
The Post-Modern School		8	9.5
	Solution Focused	7	8.3
	Narrative	1	1.2
	Strengths Based	0	0
Career Theory School		1	
Concept	Developmental Self-	0	1.2
		0	0
	Multiple Intelligence	0	0
	Hollands Typology	1	1.2
	Learning Theory	0	0
Other		0	0
	Systems/Family	0	0
	Play Therapy	0	0
	Feminist	0	0
	Multicultural	0	0
	NTU	0	0
	Trait Theory	0	0
	Brief/Crisis	0	0
Eclectic/Combination		1	1.2

I Do Not Use Theory In This Role or N/A	5	6.0
The Theory Varies According to Need/Situation	1	1.2
Total Theories Used In This Role	7	N/A
Listed more than one theory in this role	6	7.1
Missing	64	76.2

Role M: Delivering or developing special education services.

Participants reported a mean score of 3.55 in terms of their importance of theory in relation to this role, with a standard deviation of 1.30. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 4.01 with a standard deviation of 0.78, indicating that the mean fell slightly above the often-effective option on the rating scale. Frequency counts for these questions can be viewed in Table 4M. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 29 participants that listed theories, 12 gave more than one theory in their response. Sixteen participants indicated they used cognitive behavioural theories (19.0%), while nine (10.7%) indicated they used solution-focused theory in this role.

Table 4M: Delivering or developing special education services

	N	Valid Percent
Importance of Using Theory		
Very Important	21	26.3

Somewhat Important	29	36.3
Unsure	12	15.0
Somewhat Not Important	9	11.2
Not at all Important	9	11.2
Total	80	100
Missing	4	4.8*
Self-Assessed Effectiveness of Role		
Highly	19	25.7
Often	33	44.6
Unsure	14	18.9
Rarely	2	2.7
Ineffective	0	0
Not Applicable	6	8.1
Total	74	100
Missing	10	11.9*

*Is not a valid percentage

Table 4M(ii) Theories Used in Fulfilling Role M

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	16	19.1
(CBT)		
Cognitive Behavioural	7	8.3
Cognitive	3	3.6
Cognitive	5	6.0

Behavioural Dialectical Behavior (DBT) Social Cognitive (SCT)	0 1	0 1.2	
Humanistic/Existential School	4	4.8	
Humanistic	2	2.4	
Reality	1	1.2	
Existential	0	0	
Gestalt	1	1.2	
The Psychodynamic School			
Sociodynamic	0	0	
The Post-Modern School	11	13.1	
Solution Focused	9	10.7	
Narrative	1	1.2	
Strengths Based	1	1.2	
Career Theory School	9	10.8	
Concept	Developmental Self-	4 3	4.8 3.6
	Multiple Intelligence	1	1.2
	Hollands Typology	1	1.2
	Learning Theory		
Other	2	2.4	
Model	Systems/Family	0	0
	Play Therapy	0	0
	Feminist	0	0
	Multicultural	0	0
	NTU	0	0
	Trait Theory	0	0
	Brief/Crisis	0	0
	Inclusion	1	1.2
	Service Delivery	1	1.2
Eclectic/Combination	1	1.2	

I Do Not Use Theory In This Role or N/A	2	2.4
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	16	N/A
Listed more than one theory in this role	12	14.3
Missing	55	65.5

Role N: Consultation with teachers and other professionals

Participants reported a mean score of 3.43 in terms of their importance of theory in relation to this role, with a standard deviation of 1.29. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale.

When asked how effective they felt in this particular role, participants reported a mean score of 4.10 with a standard deviation of 0.67, indicating that the mean fell at the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4N. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 27 participants that listed theories, 14 gave more than one theory in their response. Fifteen participants indicated they used cognitive behavioural theories (17.9%), while fourteen (16.7%) indicated they used solution-focused theory in this role.

Table 4N: Consultation with teachers and other professionals

	N	Valid Percent
Importance of Using Theory		
Very Important	15	18.3

Somewhat Important	36	43.9
Unsure	11	13.4
Somewhat Not Important	9	11.0
Not at all Important	11	13.4
Total	82	100
Missing	2	2.4*
Self-Assessed Effectiveness of Role		
Highly	20	26.7
Often	40	53.3
Unsure	13	17.3
Rarely	0	0
Ineffective	0	0
Not Applicable	2	2.7
Total	75	100
Missing	9	10.7*

*Is not a valid percentage

Table 4N(ii) Theories Used in Fulfilling Role N

School of Theory/ Theory Used in Role	N	% of Sample
--	----------	--------------------

Cognitive Behavioural School	15	17.9
(CBT)		
Cognitive Behavioural	6	7.1
Cognitive	3	3.6
Behavioural	5	6.0
Dialectical Behavior (DBT)	0	0
Social Cognitive (SCT)	1	1.2
Humanistic/Existential School	4	4.8
Humanistic	2	2.4
Reality	2	2.4
Existential	0	0
Gestalt	0	0
The Psychodynamic School		
Sociodynamic	0	0
The Post-Modern School	18	21.4
Solution Focused	14	16.6
Narrative	3	3.6
Strengths Based	1	1.2
Career Theory School	1	1.2
Concept		
Developmental Self-	0	0
Multiple Intelligence	1	1.2
Hollands Typology	0	0
Learning Theory	0	0
Other	4	4.8
Systems/Family	1	1.2
Play Therapy	1	1.2
Feminist	2	2.4
Multicultural	0	0
NTU	0	0
Trait Theory	0	0

Brief/Crisis	0	
Eclectic/Combination	2	2.4
I Do Not Use Theory In This Role or N/A	1	1.2
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	13	N/A
Listed more than one theory in this role	14	16.7
Missing	57	67.9

Role O: Consultation with parents/guardians and other family

Participants reported a mean score of 3.62 in terms of their importance of theory in relation to this role, with a standard deviation of 1.26. This indicates that the mean fell between the options of unsure and somewhat important on the provided rating scale. When asked how effective they felt in this particular role, participants reported a mean score of 4.17 with a standard deviation of 0.64, indicating that the mean fell slightly above the often-effective option on the provided rating scale. Frequency counts for these questions can be viewed in Table 4O. Participants were also given the opportunity to list or describe the theory they used when fulfilling this role; of the 29 participants that listed theories, 17 gave more than one theory in their response. Fourteen participants indicated they used cognitive behavioural theories (16.7%), while fourteen (16.7%) also indicated they used solution-focused theory in this role.

Table 4O: Consultation with parents/guardians and other family

	N	Valid Percent
--	---	---------------

Importance of Using Theory		
Very Important	20	24.7
Somewhat Important	36	44.5
Unsure	7	8.6
Somewhat Not Important	10	12.3
Not at all Important	8	9.9
Total	81	100
Missing	3	3.6*
Self-Assessed Effectiveness of Role		
Highly	21	28.4
Often	40	54.0
Unsure	9	12.2
Rarely	0	0
Ineffective	0	0
Not Applicable	4	5.4
Total	74	100
Missing	10	11.9*

*Is not a valid percentage

Table 40(ii) Theories Used in Fulfilling Role O

School of Theory/ Theory Used in Role	N	% of Sample
Cognitive Behavioural School	14	16.7

(CBT)	Cognitive Behavioural	6	7.1
		2	2.4
	Cognitive	3	3.6
	Behavioural	2	2.4
	Dialectical Behavior (DBT) Social Cognitive (SCT)	1	1.2
Humanistic/Existential School		6	7.1
	Humanistic	4	4.8
	Reality	2	2.4
	Existential	0	0
	Gestalt	0	0
The Psychodynamic School			
	Sociodynamic	0	0
The Post-Modern School		19	22.7
	Solution Focused	14	16.7
	Narrative	4	4.8
	Strengths Based	1	1.2
Career Theory School		2	2.4
Concept	Developmental Self-	1	1.2
		1	1.2
	Multiple Intelligence	0	0
	Hollands Typology	0	0
	Learning Theory		
Other		7	8.4
	Systems/Family	4	4.8
	Play Therapy	1	1.2
	Feminist	2	2.4
	Multicultural	0	0
	NTU	0	0
	Trait Theory	0	0
	Brief/Crisis	0	0
Eclectic/Combination		3	3.6

I Do Not Use Theory In This Role or N/A	1	1.2
The Theory Varies According to Need/Situation	0	0
Total Theories Used In This Role	15	N/A
Listed more than one theory in this role	17	20.2
Missing	55	65.5

Training and Development

When asked if participants felt training had adequately prepared them to use theory in their work as a guidance counselor, participants reported a mean score of 3.06 (close to unsure), with a standard deviation of 1.08, suggesting variability in participants' responses. When asked if they value professional development opportunities in the area of theory in relation to their practice, participants reported a mean score of 4.10 with a standard deviation of 1.09. This indicates that the mean score was slightly above **Mostly**, on the rating scale provided. Seventy participants (83.3%) also reported that they would like to have more access to professional development opportunities regarding theory and how it relates to practice.

When asked to specify types of training they would like to access, fifty-five participants reported a desire for any counsellor related professional training. One common theme that was revealed in the survey was 19 requests for refreshers in specific counselling theories such as CBT and solution-focused theory. One participant wrote, "CBT- I haven't had much training in this area. I did not focus on it during my Masters, but I find it's most applicable, after humanistic, within the school setting". Another participant wrote, "The challenges facing kids are immense, from anxiety, anger,

aggression, career uncertainty, drugs, sexual identity issues and a host of others...so all PD is valuable to me in trying to be as helpful, knowledgeable and as caring/informed as possible”.

When participants were asked if they had anything else to add to this survey regarding theory use in practice, thirty participants responded. Of those that responded, more than half (N=16) commented in some way regarding the lack of time and/or resources needed to fulfil all duties required of them. Another common response that emerged in this survey was a desire for additional training regarding theory and how to implement these theories in practice. One participant gave a response that summarized this common thread by reporting, “I feel that university glossed over the concept of theory by giving us an introduction only. As such if I have to learn more about the application of any theories I need to do it myself. Unfortunately, my job does not allow me to spend time to do this as I am often needed to deal with reactionary situations. This along with my other duties leaves little time for me to research and teach myself about different theories and the best approach for students”.

In summary, the results of the survey showed that guidance counsellors in the NLESD are using cognitive behavioural therapy as well as solution-focused therapy more than other theoretical approaches, although half of participants say they do not have a formal theoretical underpinning.

CHAPTER 4

DISCUSSION

This study lends important focus to an understudied area, namely guidance counsellors' use and consideration of theory in their practice. Theory is an important aspect of professional counselling practice as it can help guide counsellors in their work with clients (Gladding, 2009, Jones-Smith, 2016). Unfortunately, little research has explored how school counsellors perceive theory and use theory in their practice making this an important preliminary study on this topic (Reavie, 2015). Guidance counsellor use of theory in their practice has potential implications for the structure and delivery of services provided to their students. This project set out to determine whether guidance counsellors employed by the NLESD have a formal theoretical framework and if they utilize theory while engaged in their specific practice activities.

In the current study, half of guidance counsellors in the NLESD reported having an overall formal theoretical underpinning while half reported they did not. Importantly, despite half of participants not having an overall theoretical framework, some of these participants did report using theory in a subset of their professional practice roles. In other words, some participants reported not having an overall formal theoretical framework, but still reported using theory to guide individual practice roles such as individual or group counselling activities. Nevertheless, this is a significant finding as it highlights, first off, a large discrepancy in professional practice among guidance counsellors in Newfoundland and Labrador. Some authors (Corey, 2013; Jones-Smith, 2016; Nelson-Jones, 2015) suggest that theory is an important aspect of practice, but this does not seem

to be consistently happening in practice. This raises important questions about the importance and value of theory use in school counselling, and also what guidance counsellors are using to inform their practices with their clients. It also begs the question if counsellors using programs such as prevention-based curriculum offerings (Gladding, 2009), the MindUp curriculum and counselling frameworks such as the Guidelines for Comprehensive Guidance and Counselling in Manitoba (2002), see these as sufficient for guiding their practice. How these findings impact schools and clients goes beyond the scope of the current study, but again raises important questions about the impacts of theory use for guidance counsellor practice.

When asked what theories were used overall in their practice, guidance counsellors in the current study reported the most used theory in their practice overall to be solution-focused brief therapy (SFBT). This finding links well with the literature as SFBT “is increasingly used in schools due to its flexibility, brevity, and efficacy” (Bond et al, 2013, para 1). This theory has been shown useful with a range of mental health problems that occur in children and youth, although the most common application has been with behavioural disorders (Gingerich & Wabeke, 2001), and is particularly well-suited in schools with high caseloads and the need for prompt and efficient response (Bond et al, 2013).

It is generally accepted that theory informs counselling practice (Corey, 2013; Gladding, 2009; Jones-Smith, 2016; Nelson-Jones, 2015) including individual and group work. Responses from the current study showed that 71.4% (N=60) of participants reported the use of theory in individual counselling and 54.8% (N=46) reporting using

theory in group counselling. In the current study, participants scored theory use in individual and group counselling as the most important compared to other roles (i.e., very to somewhat important). Given the focus in the literature and in training programs on theory use in counselling this is not unexpected. Clearly, many guidance counsellors in Newfoundland and Labrador utilize theory when engaged in individual and group counselling work, and also see the value in it. When asked about theory use for the roles of individual and group counselling, most participants reported using cognitive behavioural theories. Literature reviews reveal that cognitive behavioral therapy (CBT) is an evidence-based practice that meets established standards to treat behaviour disorders in youth (Collins & Dozois, 2008; Eyberg et al., 2008; Flanagan et al., 2015; Horowitz & Garber, 2006). The American Psychological Association's best practice parameters indicate that CBT should be the first line of treatment for youth (APA, 2006; Flanagan et al., 2015), as appears to be the case with participants in the current study. They ranked theory use as somewhat to very important in both of these roles, indicating the perceived importance of theory use, however participants ranked self-efficacy in fulfilling the individual counselling role slightly higher than that of group counselling.

A large group of participants in this study reported not using theory in their practice. In the literature, school counsellors find it difficult to authentically counsel students due to lack of time tied to counsellor-student ratios and the burden of non-counselling duties (Lambie & Rokutari, 2002; Morrow, 2001; Rowell & Hong, 2013), which aligns with additional comments some of the participants in the current study gave, such as noting the challenges of a 500: 1 student-guidance counsellor ratio. Some

participants went so far as to say they do not have time to use a formal counselling theory. This might shed light on the reasoning behind lack of theory use among some of the participants as many counsellors are stretched to their limits due to increased diversity of students, lack of resources and severity of mental health concerns (Holowiak-Urquhart & Taylor, 2005; Sears, 2002).

It is also interesting to note the range of scores for each individual professional role of guidance counsellors in NL when it comes to their perceptions of the importance of theory for each specific role. Assessment and career work were scored lower than some of the other professional roles when it comes to the importance of theory. These are also interesting findings given the significant theoretical foundations that psychological and psychoeducational assessment as well as career development are built from. Many of the tests and interventions in these disciplines have underlying corresponding theories that are important to understand if one is to effectively administer, score, and interpret such tools. Again, this raises important questions about practice and training. It is possible that more emphasis needs to be placed on helping students understand the importance of theory in relation to career and assessment.

Nearly 55% (N=46) of respondents reported using theory when promoting the holistic development of students through an understanding of human growth, development, behaviour and learning. The most common theory utilized in this role was, cognitive behaviour theory once again. Participants rated this responsibility within their professional role as somewhat important and felt that they were unsure about their effectiveness in achieving this with students in their care. This is an interesting result

given that this role highlights human growth and development, which are major proponents of counselling and psychotherapy. “Historically, counseling has tended to have an educational, situational, developmental and problem-solving focus” (Jones-Smith, 2016).

When considering duties of consultation with teachers, other professionals and parents/family of the students, participants rated the use of theory to be less than somewhat important ($3.4/3.6 \pm 1.2$). Consultation with outside agencies as well as family is a large part of school counselling, as the counsellor collaborates with clients in the school system who are often under the age of consent (Truscott & Crook, 2013). “Consultation with parents was viewed by both elementary and secondary team members as a highly important recommendation” (Cole & Seigel, 2003, p. 37), indicating the importance of this factor in counselling. Interestingly, those participants that indicated they are using theory in this role (less than 35%), indicated that the most common theoretical framework used is solution-focused brief therapy. Given the emphasis placed on consultation as part of the ethical practice of counselling (CPA, 2017; Truscott & Crook, 2013), it is not clear if the use of theory to inform ethical practice would increase effectiveness in this realm. Perhaps, further study on this point could be explored in future research.

When asked if they felt adequately trained and prepared to use theory in their counselling practice, NLESD counsellors reported feeling unsure (mean = 3.06 ± 1.08). This indicates a variability in responses from the participants, while some participants feel their training was adequate, others did not. Thirty-seven participants (44%) said that

they were somewhat prepared, while 3 participants (3.6%) said that they felt completely prepared to use theory in their work as school counsellors. Given that the research places a strong emphasis on education surrounding counselling theory in Canadian counselling education programs (CPA, 2017; Harris & Flood, 2015), this result is somewhat alarming. When comparing the fact that 51.2% (N= 43) feel mostly or completely prepared to use theory in practice, this aligns well with the fact that 50% of participants (N=41) said that they do have a theoretical underpinning. The fact that more than 50% of participants claimed the use of theory when prompted by their individual roles as counsellors, may indicate that those who are somewhat prepared to use theory in their work (44%) may use theory in some of their professional roles, but do not claim to have a theoretical underpinning. Unfortunately, the scope of this study was not able to delve into the reasons behind the lack of feeling completely trained in counselling theory, yet this could be an area of study for future research.

Guidance counsellors in Newfoundland and Labrador showed a strong affinity towards placing value on professional development opportunities regarding theory and practice. More than 80% of participants said they mostly or completely value theory related professional development (N= 69). When asked if they would like to have more access to this type of professional development 83.3% (N = 70) said yes. This indicates that guidance counsellors who participated in this study have a strong desire for more opportunity to learn about counselling theory. This may also indicate that if theory related professional development were offered to guidance counsellors in this province, they would take advantage of it.

Fifty-five participants answered the call to suggest types of professional development opportunities they would like to have access to. Nineteen participants (22.6%) wanted to have “refreshers in theory such as solution-focused or cognitive behaviour therapy”, others wrote responses such as “any” and “new theories and practices”. Based upon the responses of the participants, more theory related professional development in the areas of CBT and SFBT are needed in order to advance training in this area. Considering that a large portion of the employed guidance counsellors in the area are unsure or do not feel adequately prepared to use theory in their work as counsellors (48.8%; N= 41), these added training opportunities could be of great benefit.

When asked if there was anything else participants wanted to add to this survey, 36% (N = 30) responded. Two major themes emerged from the responses, the first and most common was the concern over not having enough time to do all that is expected of them as counsellors, the second theme spoke to a lack of training around theory. More than half of these respondents (N=16) said that they did not have enough time to adequately do their jobs and to use theory on a regular basis in their practice; nearly one-third (N = 9) felt the need to add the importance of training and on-going education within their counselling profession. Given the responses, research and results of this study, there appears to be room for improvement in regard to use of theory to inform practice.

One suggestion is to provide on-going theory-based training for guidance counsellors. The Canadian Code of Ethics (CPA, 2017; Truscott & Crook, 2015) urges

counsellors to continue self-growth through their responsibility to society and to the individuals they help. Training in specific areas of theory such as CBT and SFBT would address many of the common concerns faced by students under the care of guidance counsellors (Flanagan et al., 2015; Reavie, 2015; Studer & Diambra, 2010), in a timely and effective manner. Offering these professional development opportunities at a time when guidance counsellors can more easily take advantage of them is also a concern, as many participants voiced a concern over lack of time to further education. If school boards considered offering this professional development on an annual basis, either during a district close-out when all schools are closed for PD, immediately before the school year is set to begin, or after the school year has ended, they may become more accessible.

Other suggestions align with the research, and also addresses the main concerns voiced from participants in relation to lack of time. McMahon and Paisley (2001) outlined the most significant of challenges for school counsellors to be their struggle with priorities. Even with ideal counsellor-student ratios, one would find it impossible to meet all of the professional role responsibilities of a guidance counsellor. The ambiguous definition of roles along with the 1:500 counsellor-student ratio is an overwhelming challenge for most school counsellors. Some participants spoke of the conflict in roles when asked to perform teaching, administration and disciplinary actions as a guidance counsellor. Keats and Leitsch (2010) point out that “the blending of roles in school counselling (i.e., professional educator and counsellor) can create complication when looking at issues of preparation and standards of practice” (p. 5). Other research shows

that a collaborative team approach to counselling is best suited for the student, with school administrators being a front advocate for proper role identification of the school counsellor (Walsh, 2014). According to Keats and Leitsch (2010), one potential contributor to the challenges surrounding the roles of a guidance counsellor has been identified as the overlapping generalist approach of many guidance counsellors in leadership, academic guidance, curriculum development, advocacy, essential services and mental health support, school-based administrative support and special education services. This approach to the position can cloud the professional knowledge requirements of a guidance counsellor, while more defined standards could narrow and clarify their professional capacity, thereby strengthening their productiveness and leading to greater effectiveness (Keats & Leitsch, 2010). In summary, some concrete suggestions that could contribute to the effectiveness of guidance counsellors use of theory in practice would start with appropriately scheduled annual training seminars for guidance counsellors that promotes effective theory. Another suggestion would be a defined framework, and consistent regulation that outlines responsibilities of a guidance counsellor. This framework would promote a counsellor's role by removing any conflicting responsibilities such as teaching and discipline of potential clients. Finally, increasing the ratio of counsellor to students would ease the pressure and time restraints felt by many counsellors.

Study Limitations

The current study followed a survey methodology to assess guidance counsellors' views and experiences with the use of theory in their practices. It was a snapshot of their views and experiences and thus should be interpreted as one moment in time. As well, although the sample size was strong for this type of research method, it should be recognized that a large number of guidance counsellors in the province did not participate in the study and this introduces a certain degree of sample bias into the findings. The intention behind this study was to describe current practices of guidance counsellors and thus the design and analysis are highly descriptive in nature. Future research could consider more advanced types of designs and analysis approaches to study some of the further questions that have been raised through this current research.

Study Conclusions

Many authors and counsellor practitioners have suggested that counsellors should have a theory as a roadmap to help them reach desired outcomes with their clients (Beale, 1993; Burns, 2011; Corey, 2013). Research shows that having a formal theory to help guide their practice can be highly beneficial to counsellors (Beale, 1993). While half of participating guidance counsellors in the current study reported having a theoretical underpinning, responses show that 71.4% (N=60) of participants reported the use of theory in individual counselling and 54.8% (N=46) reporting using theory in group counselling. Examining the status of school counselling in Canada is challenging as there is little current Canadian research (Reavie, 2015) related to guidance counsellors use of theory in their practice. Based on findings in this study it would be interesting to further investigate the ways in which guidance counsellors learn about theory as well as a further

investigation regarding student-counsellor ratio and workload experienced by guidance counsellors in the NLESD.

REFERENCES

- American Psychological Association (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.
- Baker, B. (1994). Mandatory teaching experience for school counsellors: An impediment to uniform certification. *Counsellor Education and Supervision*, 33, 314.
- Beale, A.V. (1993). Contemporary counseling approaches: a review for the practitioner. *School Counselor*. 282-286.
- Bond, C., Woods, K., Humphrey, N., Symes, W., & Green, L. (2013) Practitioner review: The effectiveness of solution focused brief therapy with children and families: A systematic and critical evaluation of the literature from 1990-2010. *Journal of Child Psychology and Psychiatry*, 54 (7), 707-723.
- Burns, M.K. (2011). School psychology research: Combining ecological theory and prevention science. *School Psychology Review*, 40(1), 132-139.
- Canadian Counselling and Psychotherapy Association. (2014). Certification overview and summary table. Retrieved from <http://www.ccpaacpp.ca/en/certificationrequirements/>
- Cole, E. & Siegel, J. (2003). *Effective consultation in school psychology*. Cambridge, MA: Hogrefe & Huber Publishers.
- Collins, K. A., & Dozois, D. J. A. (2008). What are the active ingredients in preventative interventions for depression? *Clinical Psychology: Science and Practice*, 15, 313-330.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. (9th ed.). Belmont, CA: Brooks/Cole, Cengage learning.
- Eyberg, S. M., Nelson, M. M., & Boggs, S. R. (2008). Evidence-based psychosocial treatments for children and adolescents with disruptive behavior. *Journal of Clinical Child & Adolescent Psychology*, 37, 215–237.
- Flanagan, R., Allen, K. & Levine, E. (2015). *Cognitive and behavioural interventions in the schools: Integrating theory and research into practice*. New York, NY: Springer. ISBN: 978-1-4939-1971-0 (Print) 978-1-4939-1972-7 (Online)
- Gingerich, W.J., Wabeke, T. (2001). A solution-focused approach to mental health intervention in school settings. *Children and Schools*, 23(1), 33-47.
- Gladding, S.T. (2009). *Counseling: A comprehensive profession* (6th Ed.). Upper Saddle River, NJ: Pearson Education.

- Guidelines for comprehensive guidance and counselling in Manitoba. (2002). Retrieved from <http://msca.mb.ca>
- Hanley T., Humphrey N., & Lennie C. (2013). *Adolescent counselling psychology: Theory, research and practice*. New York, NY: Routledge.
- Harris, G. & Flood, K.A. (2015). Teaching counselling theory and skills: A scoping review of Canadian graduate counselling psychology coursework. *Canadian Journal of Counselling and Psychotherapy*, 49(3), 201-213.
- Holowiak-Urquhart, C., & Taylor, E.R. (2005) When theory collides with practice: One day in the life of a middle school counselor. *Professional School Counseling*, 9 (1), 88-92.
- Holtz Deal, K. (2007). Psychodynamic theory. *Advances in Social Work*, 8(1), 184-195.
- Horowitz, J. L., & Garber, J. G. (2006). The prevention of depressive symptoms in children and adolescents: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 74, 401-415
- Keats, P. & Laitsch, D. (2010). Contemplating regulation of counsellors in Canadian schools: Current issues and concerns. *Canadian Journal of Educational Administration and Policy*, 108. Retrieved from <http://eric.ed.gov>
- Kim, J.S. & Franklin, C. (2009). Solution-focused brief therapy in schools: A review of the outcome literature. *Children and Youth Services Review*, 31, 464-470.
- Lambie, G. W., & Rokutani, L. J. (2002). A systems approach to substance abuse identification and intervention for school counselors. *Professional School Counseling*, 5, 353-359.
- Littrell, J. M., & Carlson, L. (2009). School counselors' adoption of brief counseling: The diffusion of an innovative practice. *Journal of school counseling*, 7(20).
- Macmahon, G. & Paisley, P. (2001). School counselling for the 21st century: Challenges and opportunities. *Professional School Counseling*, 5(2), 106-115.
- Morrow, V. L. (2001) Teachers evaluate psychological problems and personal counseling needs of students. *Education*, 116, 130-136.
- Murphy, J.J. (2008). *Solution-focused counseling in schools*. Alexandria: American Counseling Association.
- Nelson-Jones, R. (2015). *Nelson-Jones' theory and practice of counselling and psychotherapy* (6th Ed.). London, UK: Sage Publications Ltd.
- Nelson-Jones, R. (2010). *Theory and practice of counselling and psychotherapy* (5th Ed.). London, UK: Sage Publications Ltd.

- O'Neill, S. & Stephenson, J. (2010). The use of functional behavioral assessment for students with challenging behaviors: Current patterns and experience of Australian practitioners. *Australian Journal of Educational and Developmental Psychology*, 10, 65-82.
- Pattison, S., Rowland, N., Cromarty K, Richards K, Jenkins, P., Cooper, M., Polat, F., & Couchman, A. (2008). *Counselling in Schools: A research study into the services for children and young people*. Commissioned by the Welsh Assembly Government. Luttenworth; British Association for Counselling & Psychotherapy.
- Reavie, M. S. (2015). Establishing best practice in school counselling via collaborative leadership in the counsellor-school administrator dyad. *Canadian Journal of Educational Administration and Policy*, 174, 1-24.
- Rowell, L. & Hong, E. (2013) Academic motivation: Concepts, strategies, and counseling approaches. *Professional School Counseling*, 16(3), 158-171.
- Sears, S. (2002). School counseling now and in the future: A reaction. *Professional School Counseling*, 5, 164-172.
- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65(2), 98-109.
- Studer, J. & Diambra, J. (2010). *A guide to practicum and internship for school counselors-in-training*. New York, NY: Routledge.
- The Hawn Foundation. (2011). *The MindUp Curriculum Grades 6-8: Brain-focused strategies for learning and living*. New York, NY: Scholastic.
- Theodotou, E. (2014). Early years education: Are young students intrinsically or extrinsically motivated towards school activities? A discussion about the effects of rewards on young children's learning. *Research in Teacher Education*, 4(1), 17-21.
- Walsh, E. M. (2014). A team approach to school counselling. *Alberta Counsellor*, 33(1), 33-42.

APPENDICES

APPENDIX A

Guidance Counsellor's Use of Theory Questionnaire

Theory in Practice

There are a wide range of theories that can be used in guidance counsellor practice. These can include human change theories such as humanistic or cognitive-behavioural, but can also include career development theories, multicultural theories, intelligence or assessment based theories, and so forth. The purpose of this survey is to understand how guidance counsellors use theory in their guidance counsellor roles.

Please do your best to answer all of the following questions. If for any reason you feel uncomfortable or do not wish to answer any question during the completion of this survey, please feel free to stop or skip that specific item.

Theoretical Orientation

1. From the list of theoretical orientations below please identify the three most used theories in your practice as a guidance counsellor. Please think about your practice as a whole in completing this question. In other words, consider your use of theory in all of your guidance counsellor roles. Indicate the most used theory by entering the number 1 next to it. Enter 2 next to the next most used theory and finally a 3 for the third most used theory. If you do not subscribe to any theoretical orientation, please indicate this by simply marking an X in that space. If you only use 1 or 2 theories, please just indicate those 1 or 2 theories.

____ Adlerian ____ Existential ____ Reality ____ Behavioural

____ Gestalt ____ Cognitive ____ Humanistic ____ Psychoanalytic

____ Systems/Family ____ CBT ____ Solution Focused ____ Narrative

____ Social-Cognitive ____ Trait Factor ____ Developmental Self-Concept

____ Work Adjustment ____ Circumscription and Compromise ____ Feminist

____ Multicultural (Please specify specific theory if possible) _____

____ Transactional Analysis ____ Multiple Intelligence ____ Triarchic

_____ Other (please specify): _____

_____ Other (please specify): _____

_____ Other (please specify): _____

_____ I do not subscribe to any particular theoretical orientation

_____ Eclectic (please specify specific theories if possible):

2. Do you have a formal theoretical underpinning?

Yes No

3. Do you believe that guidance counsellors should have a formal theoretical underpinning?

Not at all Somewhat Never Unsure Somewhat Always Always

Demographic Information

4. Sex: Male Female Other

5. Age: Under 30 31-40 41-50 51-60 61+

6. Education (please list degrees achieved) and Certification/Registration (e.g., Canadian Certified Counsellor, Registered Psychologist):

7. Number of years of experience in position (as a Guidance Counsellor):

0-5 6-10 11-15 16-20 21-25 26+

8. Please indicate the percentage of Guidance position you hold:

Full-time (100% Guidance)

Part-time (Guidance with other duties, e.g., teaching)

Part-time (Guidance only)

School Information

9. Location of school: Urban Rural Both

10. Type of school serviced (e.g., K-3, K-6, K-12, 9-12, etc.) _____

Theory and Professional Duties

12. Please consider each of the following roles of a guidance counsellor and answer the three questions that follow each role. When answering part (ii), please use “**not applicable (NA)**” if you do not engage in any of the listed roles and use “**no theory used (NTU)**” if you do not use theory in any of the listed roles.

A. Developing a comprehensive school guidance program

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

B. Engaging in the planning and managing of tasks to support the learning and development of students

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

- C. Promoting the holistic development of students through an understanding of the diversity of human growth, development, behaviour, and learning
- (i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?
 Not at all Somewhat not important Unsure Somewhat Important Very Important
- (ii) If applicable, what theory(s) do you use when fulfilling this role?

- (iii) How effective do you feel you are in fulfilling this role in your practice?
 NA Ineffective Rarely effective Unsure Often Effective Highly Effective

- D. Understanding diversity of students and how such diversity may influence the student's development and learning
- (i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?
 Not at all Somewhat not important Unsure Somewhat Important Very Important
- (ii) If applicable, what theory(s) do you use when fulfilling this role?

- (iii) How effective do you feel you are in fulfilling this role in your practice?
 NA Ineffective Rarely effective Unsure Often Effective Highly Effective

- E. Comprehensive assessment (including parent or guardian feedback)
- (i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?
 Not at all Somewhat not important Unsure Somewhat Important Very Important
- (ii) If applicable, what theory(s) do you use when fulfilling this role?

- (iii) How effective do you feel you are in fulfilling this role in your practice?
 NA Ineffective Rarely effective Unsure Often Effective Highly Effective

- F. Individual Counselling
- (i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?
 Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

G. Group Counselling

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

H. Career development

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

I. Crisis prevention and/or intervention

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

J. Engaging in ethical practice

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

K. Teaching

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

L. Supervision

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

M. Delivering or developing Special Education services

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

N. Consultation with teachers and other professionals

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

O. Consultation with parents, guardians and/or families

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

P. Other role, not listed

(i) How would you rate the importance of theory to inform your practice when fulfilling this role as a guidance counsellor?

Not at all Somewhat not important Unsure Somewhat Important Very Important

(ii) If applicable, what theory(s) do you use when fulfilling this role?

(iii) How effective do you feel you are in fulfilling this role in your practice?

NA Ineffective Rarely effective Unsure Often Effective Highly Effective

Learning about Theory

13. Do you feel that your training has adequately prepared you to use theory in your work as a guidance counsellor?

Not at all Somewhat prepared Unsure Mostly prepared Completely prepared

14. Do you value professional development opportunities regarding theory and how it relates to practice?

Not at all Somewhat Unsure Mostly Completely

15. Would you like to have more access to professional development opportunities regarding theory and how it relates to practice?

Yes No

If Yes please specify what types of training you would like to access.

16. Is there anything else you would like to add to this survey about your experiences as a guidance counsellor and use of theory to inform your practice?

Thank you for taking the time to complete this survey!

Research Approval Letters




OFFICE OF THE ASSOCIATE DIRECTOR OF EDUCATION
 Jeff Thompson
 709-757-4663

Chairperson: Milton Peach
 CEO/Director of Education: Darrin Pike

Conditions of Approval for Research Project: Guidance Counselors Use of theory to Inform their practice - S. Coleman

Your request to conduct research in our district is approved subject to the conditions / requirements checked below:

- 1. A list of selected schools must be forwarded to my office before the research can begin.
- 1a. The list of targeted schools has been received.
- 2. Final approval to conduct this study will rest with the principal of each targeted school and the targeted group of teachers/students where applicable.
- 3. Conducting the research will in no way negatively impact instructional time for students and teachers.
- 4. Conducting this research must not put any burden of responsibility on our school administrators or other staff unless they specifically agree to it. Such agreement must not negatively impact instructional time.
- 5. Participation in the study will be voluntary and participants will be able to opt out at any time without prejudice. This must be clearly communicated to the participants at the outset.
- 6. For students under 16 years of age, the researcher must secure parental consent and confirm such consent with the principal before the research proceeds. Students 16 years of age and older must provide their own consent. Regardless of age, youth must be clearly informed from the outset that they may refuse to participate, even if their parents consented to their participation.
- 7. Anonymity of participants must be ensured.
- 8. Before the research project can begin, it must receive final approval from your university's Research Ethics Committee and a copy of this approval must be sent to the Associate Director of Education as per the contact information listed below.
 - 8a. Ethics Committee approval letter has been received
 - 8b. Not applicable
- 9. Given the inherent potential risk in this research project that some participants may relive a traumatic experience which can cause emotional or psychological stress, counseling services and other appropriate supports must be available during and subsequent to the data collection process.
- 10. A copy of the research findings and resulting papers/reports must be directed to the Associate Director of Education and to the regional Assistant Directors of Education (Programs) where applicable.
- 11. Research results must be made available to the schools involved and the individual participants who request them.
- 12. The Newfoundland and Labrador English School District takes no responsibility in conducting this research, and will not be held liable for any negative impacts relating to this research effort.

Signature of Approval: 
Digitally signed by Jeff Thompson
 DN: cn=Jeff Thompson, o=Newfoundland & Labrador English School District, ou=Education
 Reason: email=jthompson@nlesd.ca
 Date: 2015.11.04 13:03:00 -0400
 Jeff Thompson
 Associate Director of Education

November 4, 2015
 Date

Signature of Compliance: 
 Shelby Coleman
 Researcher

Nov 13, 2015
 Date

A signed copy of this form **MUST** be returned to the address below and to the target schools before research can begin:
 Attention: Associate Director of Education
 Newfoundland and Labrador English School District Suite 601, Atlantic Place
 215 Water Street
 St. John's, NL A1C 6C9
 jeffthompson@nlesd.ca



Interdisciplinary Committee on
Ethics in Human Research (ICEHR)

St. John's, NL, Canada A1C 5S7
Tel: 709 864-2561 icehr@mun.ca
www.mun.ca/research/ethics/humans/icehr

ICEHR Number:	20160572-ED
Approval Period:	September 30, 2015 – September 30, 2016
Funding Source:	N/A
Responsible Faculty:	Dr. Greg Harris Faculty of Education
Title of Project:	<i>Guidance Counselors Use of Theory to Inform Practice</i>

September 30, 2015

Mrs. Shelley Coleman
Faculty of Education
Memorial University of Newfoundland

Dear Mrs. Coleman:

Thank you for your email correspondence of September 25, 2015 addressing the issues raised by the Interdisciplinary Committee on Ethics in Human Research (ICEHR) concerning the above-named research project.

The ICEHR has re-examined the proposal with the clarification and revisions submitted, and is satisfied that the concerns raised by the Committee have been adequately addressed. In accordance with the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2)*, the project has been granted *full ethics clearance* to September 30, 2016. ICEHR approval applies to the ethical acceptability of the research, as per Article 6.3 of the *TCPS2*. Researchers are responsible for adherence to any other relevant University policies and/or funded or non-funded agreements that may be associated with the project.

If you need to make changes during the course of the project, which may raise ethical concerns, please forward an amendment request form with a description of these changes to icehr@mun.ca for the Committee's consideration.

The *TCPS2* requires that you submit an annual update form to the ICEHR before September 30, 2016. If you plan to continue the project, you need to request renewal of your ethics clearance, and include a brief summary on the progress of your research. When the project no longer requires contact with human participants, is completed and/or terminated, you need to provide the annual update form with a final brief summary, and your file will be closed.

The annual update form and amendment request form are on the ICEHR website at <http://www.mun.ca/research/ethics/humans/icehr/applications/>.

We wish you success with your research.

Yours sincerely,

Kelly Blidook, Ph.D.
Vice-Chair, Interdisciplinary Committee on
Ethics in Human Research

KB/lw

cc: Supervisor – Dr. Greg Harris, Faculty of Education
Associate Dean, Graduate Programs, Faculty of Education

APPENDIX C

Initial Email to Guidance Counsellors

Thank you so much for taking the time to open this email. My name is Shelley Coleman and I am a graduate student at Memorial University in the Masters of Education Counselling Psychology program. I would like to invite you to take part in a research project entitled “Guidance Counsellor’s Use of Theory to Inform Practice”, being conducted by myself and Dr. Greg Harris (Professor at Memorial University) as I work towards completion of a thesis in this domain.

The purpose of this survey is to understand how guidance counsellors use theory in their guidance counsellor roles. In order to participate, you must be employed as a Guidance Counselor, part or full time, in the Newfoundland and Labrador English School District and be at least 19 years of age.

There will be no identifying information on the questionnaire and all of your responses on the questionnaire will be **completely confidential**. The questionnaire will take approximately 10-15 minutes to complete and involve questions related to: your use of counselling theory to inform your practice, the value you place on theory in practice and theory as related to your professional roles as a guidance counselor.

If you have any questions or concerns during your review of this request, please do not hesitate to contact myself or my supervisor, Greg Harris at the contact information listed below.

Click on the link below if you are interested in learning more about the study and potentially participating in the project, you may also have your name entered in a draw for a \$50 Coleman’s or Sears gift card as a token of appreciation for your time and effort by emailing me at shelleypittman@nlesd.ca

[link](#)

Sincerely,

Shelley Coleman

Shelley Coleman : t76spr@mun.ca or on First Class at shelleypittman@nlesd.ca

Dr. Greg Harris R.Psych : gharris@mun.ca

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University’s ethics policy. If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

APPENDIX D

Email to all Principals in the Newfoundland and Labrador English School District

Thank you so much for taking the time to review this request. My name is Shelley Coleman and I am a substitute teacher with NLESD in the Corner Brook area and also a student of Memorial University of Newfoundland's Masters of Education in Counselling Psychology Program. I have chosen a Thesis Route and am seeking your approval for gathering information from the Guidance Counsellors employed by NLESD for the purposes of my Thesis Project, Guidance Counsellor's Use of Theory to Inform Their Practice.

There is a wide range of theories that can be used in guidance counsellor practice. These can include human change theories such as humanistic or cognitive-behavioural, but can also include career development theories, multicultural theories, intelligence or assessment based theories, and so forth. The purpose of this survey is to understand how guidance counsellors use theory in their guidance counsellor roles.

I am proposing to ask participants to complete a survey that will be accessed by clicking a link to FluidSurvey that will be contained in an invitational email I wish for you to distribute. Their participation in the study will involve reading the informed consent form and completing the questionnaire which is about 30 items of the multiple-choice variety with some allowance for added information where necessary. All of their responses on the questionnaire will be completely **anonymous** and **confidential**, and if for any reason they should feel uncomfortable or do not wish to answer any question they can feel free to stop or skip that item. At the end of the questionnaire they may access a link that will allow them to enter a draw, where one lucky participant will receive a \$50 gift card.

A PDF version of the proposed survey is attached to this email for your review, as well as a copy of the informed consent document previously mentioned and a copy of the proposed invitational email for participants.

If you have any questions or concerns during your review of this request, please do not hesitate to contact myself or my supervisor, Greg Harris at the contact information listed below.

Sincerely,

Shelley Coleman

Shelley Coleman : t76spr@mun.ca or on First Class at shelleypittman@nlesd.ca

Dr. Greg Harris R.Psych : gharris@mun.ca

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Confidentiality and Informed Consent Form for Participants

Research Project Title: Guidance Counsellors Use of Theory to Inform Practice

The purpose of this study is to understand how guidance counsellors use theory in their guidance counsellor roles in the English School District of Newfoundland & Labrador. Thus, if you agree to participate in the study, you will be asked questions about your use of counselling theory to inform your guidance counselling practice. **The current study is in no way evaluative; but your participation is crucial in helping increase knowledge of theory in practice procedures in our province.**

In order to participate you must be a Guidance Counsellor working in the English school District of Newfoundland & Labrador. In addition, you must be at least 19 years of age to participate in the study.

Your participation in the study will involve reading the informed consent form and completing the questionnaire. All of your responses on the questionnaire will be completely **anonymous** and **confidential**. The questionnaire will take approximately 10-15 minutes to complete and includes questions related to the use of theory to inform your practice. **Your participation in this study is completely voluntary, and if at any time during the completion of the questionnaire you feel uncomfortable, you are free to stop.**

It is also important for you to know that this questionnaire was developed through FluidSurvey. This **software** is compliant with Canadian privacy and accessibility standards. All data will reside on Canadian servers and a secure communications option will be used for this survey, which supports the encryption of responses. There will be no identifying information on the questionnaire. No one, including the researchers, will be able to link your data with you personally and no individual data from the questionnaire will be reported. Summaries will report group data only. Please note that your employment will not be affected by your decision to either participate or not participate in this study. There will be a draw for a \$50 Coleman's or Sears gift card for participants following the completion of the data collection. **If you are interested in having your name entered into this draw you can follow a link on the final page of the survey to a separate form that will enter you in this draw.**

Submitting the survey electronically indicates that you have read and understood to your satisfaction the information regarding participation in the research project and have agreed to participate. In no way does this waive your legal rights nor release the investigators or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. Please do not hesitate to ask for clarification or new information throughout your participation. Your agreement to

participate also provides permission for the researchers to use the data in presentations, published articles, and in any other future publications. If you have further questions related to this research, please contact:

Shelley Coleman (709-640-7616 or t76spr@mun.ca)

Greg Harris (709-864-6925 or gharris@mun.ca)

Please feel free to print a copy of this informed consent form for your reference and records.

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at (709) 864-2861.

If you have read the above information and wish to participate in the study, click the following link to be taken to the electronic questionnaire: *(please note that clicking the link signifies your agreement to participate):*

[SURVEY LINK](#)

