

Students' Reported Contact With and Perception of the Role of High School  
Counselors: An Examination of the ASCA Role Standard Domains

Theresa Coogan and Janice DeLucia-Waack

University at Buffalo, SUNY

### Abstract

A random convenience sample was compiled using 430 undergraduate students enrolled at a large northeastern university. Reported contact with school counselors in the three ASCA domains (academic, career, personal/social) and effectiveness ratings were examined. Female students reported significantly more contact only on career topics than males. Urban schools reported a significantly higher student to counselor ratio than suburban or rural schools, but lower ratings of effectiveness only than suburban schools. The perception of school counselors providing career assistance more than personal/social and academic assistance was reflected both in contact and perceptions of the role of school counselors.

Students' Reported Contact With and Perception of Role of High School Counselors:  
An Examination of the ASCA Role Standards

Adolescence is a complex psychosocial stage that involves numerous changes in an individual's life (Tatar, 2001), and is critical in the formation of lasting attitudes, aspirations, and viewpoints (Hodson, 1985). One resource available to adolescents as they progress through these stages of development is their school counselor. School counselors help students resolve emotional, social or behavioral problems and develop a clear focus or sense of direction in addition to career and pre and post-graduation planning. Effective counseling programs are essential to positive school climate and a crucial element in improving student achievement (American School Counselor Association, 2005).

For adolescents in the United States, a majority of their daily lives are spent in high school (National Center for Education Statistics, 2003). Thus, students need to be knowledgeable regarding the various resources available to them in school. Sometimes students may be reluctant to seek help from school counselors. They might harbor feelings of embarrassment, be inhibited to talk about personal issues at school, not feel connected to the counselor, and/or perceive a stigma to approaching or working with a counselor (Boldero & Fallon, 1995; Tatar, 2001; Vogel, Wade, & Haake, 2006). Inaccurate perceptions and lack of knowledge about the role of a school counselor also contribute to student reluctance to utilizing counseling programs within the school (Murray, 1995; Ragsdale, 1987; Sears, 1993).

In an effort to clearly identify the role of school counselors, the American School Counselor Association (ASCA) published National Standards. Campbell and Dahir

(2000) developed the National Standards for School Counseling in order to provide a model to assist with the planning, development, and implementation of school counseling programs. These standards are an effort to help unify the role of school counselors and clearly identify the various functions and responsibilities of counselors in order to avoid ambiguity in the schools.

The content of current school counseling programs focuses on three specific and interrelated role standard domains: academic, personal/social, and career development, each designed to promote and enhance the students' learning process. The career development domain incorporates and extends beyond the vocational planning and placement to assist students with identifying the common predictors that each individual possess. These predictors will assist in defining the optimal environment for the individual to produce the highest level of productivity while maintaining job satisfaction (Swanson & Fouad, 1999). The academic development domain incorporates skills and knowledge needed to succeed in school. The personal/social development domain incorporates skills and attitudes needed to foster the growth of an individual's self-concept, self-esteem, and self-worth.

In spite of the enormous effort made by the school counselors to reach out to their students, it can be extremely challenging to reach those who need additional interventions. Assertiveness on the part of the student is a vital part of this equation; however, most high school students may meet with their school counselors for scheduling and college applications, rather than as someone to turn to with a problem (Hutchinson, Barrick & Groves, 1986; Napierkowski & Parsons, 1995). Adolescents

often turn to their peers for support (Tatar, 2001). While positive, peers may not be able to fully attend to the student with the expertise of a school counselor.

The issues and the manner in which the students deal with the issues can also vary among the geographic location of their school and community. There is variability between suburban, urban, and rural areas in part due to differences among community and familial attitudes, values, and beliefs. For example, Bemak, Chung, and Siroskey-Sabdo (2005) noted that inner-city youth face many barriers, such as violence, poverty, delinquency, teen pregnancy, and substance abuse, at an elevated rate when compared to adolescents from other locations. School counselors can play an important role in addressing the multitude of issues facing students in urban schools. Lee (2005) noted that in addition to poorer academic performance, urban students are less likely to receive a high school diploma and are more likely to drop out of high school than suburban and rural students. In addition, financial resources of the area will have a large impact on the number of school counselor positions available within the schools. The number of school counselors on staff to assist students can have an effect on the students. Therefore, the ratio of counselors to students can be a critical component to the willingness of students to seek out their counselors. Regardless of the varying barriers that students might encounter as part of the geographic location of where they attend school, all students need to be aware of the services School Counselors can provide to them.

#### *Purpose of this Study*

This study assessed student contact with school counselors in the three role standard domains (academic, career, and personal/social), student perceptions of the

effectiveness of school counseling programs, and student perceptions of the role of school counselors. Geographic location of the school, gender, and student-counselor ratio were examined as potential predictors of contact and effectiveness.

### *Research Questions and Hypotheses*

Based on previous literature, the research questions were:

(1) Does gender influence: (a) students' reported contact with school counselors for career, personal/social, and academic issues, and (b) effectiveness ratings of school counseling programs?

(2) Does geographic location of the high school influence: (a) reported contact with school counselors for to career, personal/social, and academic issues, (b) effectiveness ratings of school counseling programs, and (c) student-counselor ratios?

(3) Is there a relationship between student-counselor ratio and (a) reported contact with school counselors for career, personal/social, and academic issues, and (b) effectiveness ratings of school counseling programs?

It was predicted that: (1) females will report contact on more topics with their school counselors than males, (2) the student-counselor ratio will be higher among urban geographic locations than suburban or rural, and (3) the student-counselor ratio will negatively correlate with students' reported contact with school counselors.

## Method

### *Participants*

This study utilized undergraduate students enrolled at a large northeastern university. Data were collected from 511 of the 5,000 students in the accessible population; 65 cases were blank, 15 cases were eliminated for incomplete data, and 1

case was eliminated for being under 18. The final sample size was 430. The 430 participants were randomly selected from the pool of matriculated, full-time, and traditional aged (between 18 and 25 years old) students. The sample consisted of 139 males (32.3%) and 291 females (67.7%). Ages ranged from 18 to 25 years, with an average age of 20.29 ( $SD=1.528$ ).

Students were asked to estimate the number of students in their grade, and the number of school counselors in their school. The average number of students in their grade was 340.49 ( $SD=319.166$ ), and the average number of counselors at their high school was 4.93 ( $SD=3.887$ ), yielding an average student to counselor ratio per grade of 69:1 among the total sample, or 280:1 for a typical grade 9-12 high school. For geographic location, participants indicated 63.6% attending suburban, 18.8% rural, and 17.7% urban schools.

An overwhelming majority of students reported graduating from high school in New York State (93%). The remaining locations represented less than one percent each: Alberta, Canada; California; Colorado; Florida; India; Maine; Maryland; New Jersey; New Mexico; North Carolina; Ohio; Ontario, Canada; Pennsylvania; Texas; Tokyo, and Venezuela. This distribution seems consistent with the overall university enrollment statistics summarizing students' state of residency. Enrollment statistics available through the University's Office of the Provost indicated a total population of undergraduate students (during the academic year that data were collected) of 17,838. Within that population, 91.2% were New York State residents, 2.6% were U.S. residents outside of New York State, and 6.2% were international students.

### *Procedures*

Following the creation of the accessible population, students' email addresses were compiled into a distribution list (n=5,000). The list was secured so that students could not see who else was on the distribution list, nor obtain a copy of the list. The researcher sent an email to the distribution list requesting participation in the web-based survey. After completion of the consent form, participants completed the *Demographic Information Sheet* and the *School Counseling Survey*. Data were not recorded until the participant clicked the *Submit* button after completing the entire survey.

### *Instruments*

*Demographic Information Sheet.* Respondents were asked to provide age, gender, state in which they graduated from high school, zip code of the high school, the geographic area of the high school they attended (suburban, urban, rural), approximate number of students in their grade, the number of school counselors at their high school, and how many grade levels were represented in their high school.

*The School Counseling Survey (Coogan & DeLucia-Waack, 2005) (SCS).* The SCS questionnaire is divided into three parts: topics for which they had contact with the school counselor, effectiveness ratings of the school counseling program, and ranking of priorities of a school counselor. Topics and rankings were based on the three ASCA role standard domains (career, personal/social, and academic issues).

Part One focused on topics that students had contact with their school counselor. Respondents are asked to indicate if they had contact with high school counselors regarding the specified topics by selecting from one of the choices provided: yes, no, don't remember. The items representing each of the three areas were then



compounded to create a total score for each area that would be used in the analyses. Coding for each item was consistent where yes=0, no=1, and 2=don't remember. The 35 items listed in Part One of the questionnaire were obtained from a survey designed and conducted by J. DeLucia-Waack, Ph.D. (personal communication, March 1, 2005).

Career topics included (n=8): career decision making; college selection; SAT selection; trade schools/apprenticeships/BOCES/military; jobs and job skills; computer resources related to careers; career or job surveys, and scholarships. Academic topics included (n=9): high school orientation; scheduling; grades; study skills; joining a club/sports; problems with teachers; learning difficulties; dropping out, and standardized testing. Personal/social topics included (n=18): alcohol/drugs/cigarettes; feeling sad/down; family problems; conflict resolution; family violence/abuse; anger management; worried about a friend; body image; divorce; eating disorder; social skills; bullying; sexual harassment; transition/adjustment to a new school; just to talk; multicultural issues; death of someone at school, and death of a friend or relative.

Part Two asked respondents to assign a letter grade to the school counseling program at their high school (A through F). Responses were assigned a numerical value (A=8, A-=7, B+=6, B-=5, C=4, C-=3, D=2, F=1).

Part Three asked the respondents to reflect on the 35 topics listed in Part One. They were asked to choose, in column A, the ten items they felt were most important to the role of a school counselor; and, in column B, the five items they felt were the least important to the role of a school counselor.

### *Variables*

The three independent variables were: gender, geographic location of the student's high school, and student to counselor ratios. Dependent variables were contact with the school counselor in the three ASCA role standard domains (career, personal/social, and academic issues), effectiveness ratings of the school counseling program, and perceived priorities of the school counselors. Statistical analyses were completed using ANOVA's, MANOVA, independent samples t-tests, and correlations.

### Results

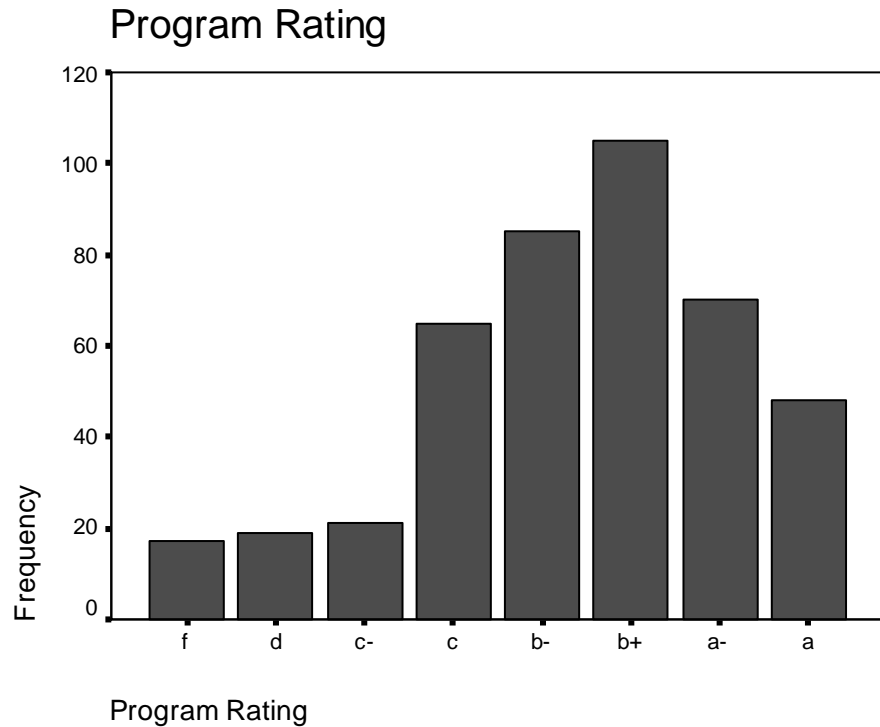
#### *Impact of Gender*

Research questions testing the independent variable of gender and the dependent variables of the reported contact with school counselors based on the role standard domains as described by ASCA, and the ratings given to the school counseling program were conducted using independent samples t-tests.

All students, regardless of gender, reported contacting a school counselor on average for 3.93 ( $SD=2.06$ ) different career issues, 1.57 ( $SD=2.37$ ) different personal/social issues, and 3.14 ( $SD=1.77$ ) different academic issues. Results from a t-test with gender as the independent variable and contact with school counselor on career issues as the dependent variable indicated significant differences,  $t(425) = -3.399$ ,  $p = .001$ . Females ( $M=4.16$ ,  $SD=2.00$ ) reported contact with their school counselors on more career related topics than males ( $M=3.45$ ,  $SD=2.10$ ). However, t-tests for contact with school counselor on personal/social and academic issues indicated no significant differences for gender respectively,  $t(415) = -1.129$ ,  $p = .260$  and  $t(417) = -1.643$ ,  $p = .101$ . Females had contact on the average of 1.66 different

topics ( $SD=2.33$ ) while males reported an average of 1.38 different topics ( $SD=2.42$ ) on personal/social issues. Females had a mean of 3.23 contacts ( $SD=1.75$ ) and males had a mean of 2.93 ( $SD=1.79$ ) on academic issues.

Results from a t-test with gender as the independent variable and the effectiveness ratings given to the school counseling program indicated no significant differences ( $t(428) = -.876, p = .381$ ) between females ( $M=5.41, SD=1.64$ ) and males ( $M=5.25, SD=2.01$ ). Frequencies of the eight categories for rating the school counseling program illustrated positive skewed results ( $M=5.37, SD=1.775$ ) (see Figure 1). Specific ratings indicated: A=11.2%; A-=16.3%; B+=24.4%; B-=19.8%; C=15.1%; C-=4.9%; D=4.4%, and F=3.7%.



**Figure 1.** Frequency distribution of school counseling program effectiveness rated across eight “graded” categories.

### *Impact of Geographic Location*

Results from a MANOVA with geographic location as the independent variable and contact with school counselor related to academic, career, and/or personal/social issues as the three dependent variables indicated a significant overall difference ( $F=3.179, p=.004$ ). However, follow-up tests indicated no significant differences between locations for career issues ( $F=2.654, p=.072$ ), academic issues ( $F=.858, p=.425$ ), or personal/social issues ( $F=.697, p=.499$ ).

Results from an ANOVA with geographic location as the independent variable and effectiveness rating of school counseling programs as the dependent variable indicated significant differences between student in different locations ( $F=3.320, p=0.37$ ). Students from suburban schools reported a higher effectiveness rating for school counseling programs ( $M=5.51, SD=1.72$ ) than did urban ( $M=5.24, SD=1.60$ ) or rural ( $M=4.96, SD=2.03$ ) students. Follow up tests with Scheffe's post-hoc comparison indicated only significant differences between suburban and rural schools only ( $M-J=.56, p=.046$ ). The means and standard deviations for geographic location are presented in Table 1.

### *Student to Counselor Ratio*

Differences in the ratio of student to counselor based on geographic location were examined using an ANOVA (see Table 1). Results indicated significant differences between locations ( $F=8.083, p=.000$ ). Students from urban schools indicated a higher student to counselor ratio overall ( $M=403.6, SD=453$ ), followed by rural ( $M=282.8, SD=184.3$ ), and suburban ( $M=275.9, SD=147.5$ ). Follow up tests with Scheffe's post

hoc comparison indicated only significant differences between urban and suburban locations ( $M-J=127.75$ ,  $p=.000$ ), and urban and rural locations ( $M-J=120.84$ ,  $p=.008$ ).

**Table 1**

***Analysis of Variance of Between-Subjects Effect for Geographic Location on Two Dependent Measures***

Effectiveness rating of the school counseling program					
	Total	Suburban	Urban	Rural	ANOVA
N	430	274	75	81	$F(2, 427)$
M	5.37	5.52	5.24	4.96	3.320
SD	1.77	1.72	1.60	2.03	

Student to Counselor Ratio					
	Total	Suburban	Urban	Rural	ANOVA
N	397	250	67	80	$F(2, 394)$
M	298.80	275.85	403.59	282.75	8.083
SD	238.53	147.53	452.97	184.26	

There was a significant negative correlation between student to counselor ratio and contact in the ASCA role standard career domain ( $r= -.140$ ,  $p=.005$ ). However the correlations were non-significant personal/social topics ( $r= -.064$ ,  $p= .211$ ) and academic topics ( $r= -.086$ ,  $p=.090$ ). The correlation between student to counselor ratio and effectiveness rating of school counseling programs was also non-significant,  $r= -.091$ ,  $p=.069$ .

*Student Perceptions of Priorities of School Counselors*

Frequencies were formulated based on the data collected from Part Three of the survey. Of the 430 total participants used in this sample, 223 provided a response to at least one item in this section of the survey. Table 2 summarizes the findings. The responses for the most important priorities of school counselors were comprised of six career, two academic, and two personal/social issues collectively. The responses for the least important priorities were comprised of one career, two academic, and two personal/social issues. This distribution is one illustration of the historic perception of the role and responsibilities of school counselors. Further exploration and advocacy is needed to begin to change students' perceptions about the priorities and role of school counselors.

**Table 2*****Perceived Priorities of School Counselors by Students***

Topic/Issue	Top 10 Most Important Priorities	Top 5 Least Important Priorities	ASCA Domain Category
College Selection	96.8%		Career
College Decision-making	80.7%		Academic
Scheduling	78.0%		Academic
Grades	73.9%		Academic
Scholarships	64.1%		Career
Problems with Teachers	53.3%		Personal/Social
Jobs and Job Skills	47.9%		Career
SAT Selection	45.7%		Career
Family Problems	40.8%		Personal/Social
Trade Schools, Apprenticeships, BOCES, Military Options	37.6%		Career
Joining a club/sport		53.8%	Academic
Body Image		40.8%	Personal/Social
Computer Resources Related to Career Issues		33.1%	Career
Just to Talk		31.8%	Personal/Social
High School Orientation		30.9%	Academic

## Discussion

### *Gender Differences*

The results supported the prediction that females would report contact on more topics with school counselors than males overall. Females reported meeting with school counselors about more career issues than did males, but not significantly different for personal/social or academic topics.

Possible explanation for the significance with career issues could be related to a degree of sample bias. First, the sample was 67.7% female, and secondly, career issues include college planning and occupational aspirations. The students in the sample were in the process of defining and working towards their career goals at the university; therefore, may have recalled contacting their high school counselor for career issues more easily than for academic or personal issues.

In addition to females representing more than two-thirds of the sample, an additional explanation for this significant finding is related to sex-typed roles and patterns among help-seeking behavior. It is possible that contacting school counselors for any topic, even career development, may be seen as taboo among the peer group. Students may choose to solicit the advice from a peer rather than contact a school counselor and risk negative assumptions and perceptions made by their peers (Tatar, 2001). In most instances, characteristics associated with help-seeking behaviors tend to be classified as dependency, and interpersonal behaviors typical among feminine sex roles (Archer, 1996; Raviv, Sills, Raviv, & Wilansky, 2000) which could suggest why females reported contacting school counselors more often than males. Given that adolescents may prefer to seek help from informal sources (i.e., peers), help seeking



behavior is also gender dependent among the adolescent population which may be due to sex-typed behaviors (Raviv et al., 2000; Schonert-Reichl & Muller, 1996).

### *Influence of the Geographic Location*

Results indicated there is no difference between geographic locations and the type of issues that students contact their school counselors for. However, the overall MANOVA suggested that there is some difference between locations; further exploration is needed. Perhaps examination of the type of issue (academic, career, or personal/social) and also explore the frequency of contact, and the student satisfaction with the assistance received. Student satisfaction could be measured with various self-reflective questions. Questions could focus on, but are not limited to: evaluation of how helpful the reported contact with the school counselor was; the amount of additional knowledge and information learned from the reported contact; and, the role the school plays to assist the student and their parents/guardians with understanding the opportunities and resources available to help the student succeed.

Results indicated significant differences between suburban locations and the effectiveness ratings the students gave to their school counseling program as well as the student to counselor ratio. Given that 63.6% of the sample reported being from a suburban location, this may account for the consistent significant findings. In addition, the higher program ratings might be explained by the extra resources available to students in suburban schools (i.e., career center, career planners, internship classes, etc.) provided by additional financial and community resources.

Urban locations had the strongest positive correlation with the student to counselor ratio. These findings are consistent with the current statistics as reported by

ASCA; with urban schools reporting more students per counselor than suburban or rural schools.

Possible explanation for the significant difference between geographic location schools with the effectiveness ratings of school counseling programs could be due to a bias in the sample used. This high effectiveness rating could be related to the fact that the students in the sample are attending a university; therefore, they may have felt that the school counseling program was successful. College selection and application, along with SAT score, and scheduling are all common career and academic issues, and the most important elements of the role of a school counselor according to student's perceptions (see Table 2).

#### *Perceptions of School Counselor Role*

As was previously stated, a component of this study was to determine if students were aware of the roles of a school counselor and choose to only utilize them for career assistance; or whether students believed the profession consists only of guidance regarding college entrance and vocational planning. "Knowledge of potential areas of perceived weakness allows for the chance to move proactively toward correcting actual, misinterpreted, or misidentified problems within a profession" (Coursol, Morotti, & Roberts, 1997, p. 287).

Generated from this study was a list of specific items students feel are most important and least important to the role of a high school counselor. An overwhelming majority of students (96.8%) reported that the most important priority for high school counselors is related to college selection which clearly a topic within the career domain. The preceding three topics perceived to be most important to the role of high school

counselors are encompassed in the academic domain including college decision-making (80.7%), scheduling (78%) and grades (73.9%). These findings support a historic view of the role of a school counselor whereby they are limited experts in vocational and postsecondary planning.

Current literature provided a seemingly clear depiction of the role and functions of school counselors in the twenty-first century (ASCA, 1990; Campbell & Dahir, 2000; Hutchinson et al., 1986; Napierkowski & Parsons, 1995; Paisley & Borders, 1995; Ragsdale, 1987; Sears, 1993). Nonetheless, in practice, there is an inconsistency between the actual functions performed, and the ideal functions. "Counselors are too often the ones who assist principals in the performance of their administrative duties and handle the gate keeping and custodial work involved in such functions as testing, scheduling, and processing of college applications" (Napierkowski & Parsons, 1995, p. 365). Even among school counselors, it seems there has been a continuous gap in counselor's perceptions of their ideal and actual functions in the schools in addition to confusion by students, staff, administrators, and community members about the school counselor's role (Hutchinson, et al., 1986). Many high school counselors spend a large portion of their time in tasks related to scheduling, career planning, and clerical tasks instead of working with students on academic and/or personal social issues (Hutchinson, et al., 1986; Morgan & Trachtenberg, 1974; Napierkowski & Parsons, 1995; Ragsdale, 1987).

Of the three role standard domains (career, academic, personal/social), significant findings related to the influence of career issues seemed predominant overall. This implies students continue to have a historic view of the profession whereby

the school counselor is an expert in assisting students with vocational careers and tertiary schooling. However, the reported contact by students for academic related issues seemed a close second to the career related issues, while personal/social issues is still a weaker area for the profession at the moment. The increase in the academic role of the school counselor is a positive light for the profession illustrating that students are beginning to take advantage of the various skills and resources that the school counselor can provide. Nonetheless, until all three of the role standard domains are utilized regularly by students, counselors need to continue to be advocates for the profession to attempt to modify the perceptions of school counselors.

#### *Implications for Future Research*

Replication of this study is encouraged to expand the reliability and validity. For the purposes of this project, a sample of college students was used because of the accessibility and convenience. In addition, given the use of a large University, it was assumed there would be greater generalizability. Furthermore, with parameter limitations only using college students eighteen years of age or older, they were able to indicate consent to their participation in the project.

Results from this study should be used as a baseline for future research of the contact with and perceptions of school counselors. The results indicated a heavy influence of career issues encapsulating the role of school counselors. This is only a small portion of what school counselors are currently being certified to do. The information provided in this study supports the need to more clearly and directly define the role of a school counselor.

Suggestions for further research include comparing these results to samples including other colleges and universities (local and otherwise) while examining the specific parameters and demographics of said colleges and universities. It is also recommended to use the current study as a framework to survey current high school students, and compare those results with the results founded in this study.

Information gathered regarding student perceptions of the role of school counselors might also be useful in the design and construction of a new questionnaire for future research. This study identified specific areas that students felt are most important and least important to the role of a school counselor. Further investigation could compare the perceptions of the most and least important role of school counselors with college students and with current K-12 students.

## References

- American School Counselor Association [ASCA] (2005). *Effectiveness of school counseling*. Retrieved June 6, 2005, from ASCA via:  
<http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=241>
- American School Counselor Association [ASCA] (1990). *Student competencies: A guide for school counselors*. Alexandria, VA: Author.
- Archer, J. (1996). Sex differences in social behavior: Are the social role and evolutionary explanations compatible? *American Psychologist*, 51(9), 909-917.
- Bemak, F., Chung, R. C., & Siroskey-Sabdo, L. A. (2005). Empowerment groups for academic success: An innovative approach to prevent high school failure for at-risk, urban African. *School Counselor*, 8(5), 377-389.
- Boldero, J., & Fallon, B. (1995). Adolescent help-seeking: What do they get help for and from whom? *Journal of Adolescence*, 18, 193-209.
- Campbell, C. A., & Dahir, C. A. (2000). The national standards for school counseling programs. (Copy available from the American School Counselor Association, 801 N. Fairfax Street, Suite 310, Alexandria, VA 22314).
- Coogan, T. A. & DeLucia-Waack, J. (2005). *The school counseling survey (SCS)*. Unpublished survey.
- Coursol, D. H., Morotti, A. A. & Roberts, Jr., W. B. (1997). Chief school administrator perceptions of professional school counselors on measures of employability in Minnesota. *School Counselor*, 44, 280-287.
- Hodson, R. (1985). Worker's comparison and job satisfaction. *Social Science Quarterly*, 66, 266-280.

- Hutchinson, R. L., Barrick, A. L., & Groves, M. (1986). Functions of secondary school counselors in the public schools: Ideal and actual. *School Counselor*, 34, 384-386.
- Lee, C. C. (2005). Urban school counseling: Context, characteristics, and competencies. *Professional School Counseling*, 8, 184-188.
- Morgan, L., & Trachtenberg, C. (1974). Bus token, lunch money, needle and thread: School guidance today? *School Counselor*, 21, 304-308.
- Murray, B. A. (1995). Validating the role of the school counselor. *School Counselor*, 43, 5-9.
- Napierkowski, C. A., & Parsons, R. D. (1995). Diffusion of innovation: Implementing changes in school counselor roles and functions. *School Counselor*, 42, 364-369.
- National Center for Education Statistics [NCES]. (2003, September). *Enrollment in grades 9 to 12 in public and private schools compared with population of 14 to 17 years of age: Selected years, 1889-90 to fall 2002* (Table 56.). Retrieved June 6, 2005, from NCES via: <http://nces.ed.gov/programs/digest/d03/tables/dt056.asp>
- Office of the Provost institutional analysis (n.d.) Retrieved February 20, 2006, from [http://www.provost.buffalo.edu/oia/OIA\\_web\\_docs/Highlights%20Book/Fall2004/Student\\_Profile.pdf](http://www.provost.buffalo.edu/oia/OIA_web_docs/Highlights%20Book/Fall2004/Student_Profile.pdf)
- Paisley, P. O., & Borders, D. (1995). School counseling: An evolving specialty. *Journal of Counseling and Development*, 74, 150-153.
- Ragsdale, Jr., J. H. (1987). College placement: The school counselor's only area of expertise? *School Counselor*, 34, 384-386.

- Raviv, A., Sills, R., Raviv, A., & Wilansky, P. (2000). Adolescents' help-seeking behaviour: The difference between self- and other-referral. *Journal of Adolescence, 23*, 721-740.
- Schonert-Reichl, K. A. & Muller, J. R. (1996). Correlates of help-seeking in adolescence. *Journal of Youth and Adolescence, 25*(6), 705-731.
- Sears, S. (1993). The changing scope of practice of the secondary school counselor. *School Counselor, 40*, 384-388.
- Swanson, J. L. & Fouad, N. A. (1999). *Career theory and practice: Learning through case studies*. Thousand Oaks, CA: SAGE Publications.
- Tatar, M. (2001). Comparing adolescents' considerations for self-referral and counsellors' perceptions of these considerations: An exploratory study. *Journal of Adolescence, 24*(2), 171-181.
- Vogel, D. L., Wade, N. G., & Haake, S. (2006). Measuring the self-stigma associated with seeking psychological help. *Journal of Counseling Psychology, 53*, 325-337.



### Biographical Statement

Theresa Coogan, Ed.M. is currently a doctoral candidate in the Counselor Education program in the Department of Counseling, School, and Educational Psychology at the University at Buffalo, SUNY. Ms. Coogan received her B.A. in Psychology and her Masters of Education in School Counseling from the University at Buffalo, SUNY.

Dr. Janice DeLucia-Waack is an Associate Professor and Director of the School Counseling Program in the Department of Counseling, School, and Educational Psychology at the University at Buffalo, SUNY. Dr. DeLucia-Waack received her Ph.D. in Counseling Psychology from Penn State, her M.S. in Family Studies from University of Maryland, and her B.A. in Psychology from Eisenhower College.