

Okul Psikolojik Danışmanlarının Online Etkileşimlerinin İncelenmesi

Examination of School Counselors' Statewide Listserv Interactions

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Öz. Okul psikolojik danışmanları birçok farklı görevden sorumludur. Bu çalışmanın amacı, Indiana eyaletindeki okul psikolojik danışmanların CounselorTalk aracılığı ile gerçekleşen etkileşimleri aracılığı ile ihtiyaç duydukları bilgi, tavsiye ve istekleri hakkında fikir vermektir. Bu çalışmanın datası CounselorTalk'taki 1600'den fazla üyenin iki yıllık etkileşimlerden oluşmaktadır. Okul psikolojik danışmanların rolü ve onlar için uygun günlük aktivitelere yönelik önemli belirsizlikler bulunmakta olup buna dair iç tartışmalar ele alınmıştır. Okul psikolojik danışmanların neyi önemli görüp onun hakkında bilgi almaya çalıştığı konusunda çok az çalışma yapılmıştır. CounselorTalk'taki veriler aylara, konuya, okul seviyesine ve zaman dilimine göre kodlanarak dijital dosyaya yerleştirildi. İlk kodlamalardan sonra, oluşturulan kategoriler 10 ayrı gruba ayrılıp tartışıldı.

Anahtar Kelimeler. Okul Danışmanı, Danışman Faaliyetleri, E-posta Etkileşimi, Danışman Rolü, Danışmanlık Hizmetleri.

Abstract. School counselors are responsible for a myriad of different tasks. The purpose of this study is to provide insights into topics that counselors ask for information or advice on a statewide listserv called CounselorTalk. The database for this study is a two-year, 1,600+ person listserv on the State of Indiana school counselors, counselor educators as well as those interested in counseling who do outreach activities related to school counseling. There's been much ambiguity regarding counselors' role as well as internal debates concerning the appropriate role of school counselors as their daily activities are described. Little has been done to examine what counselors deem important enough to request information about. Data from the listserv was archived by month and placed in a digital file coded by topic, school level and time period. After initial coding categories were collapsed into ten unique groups and discussed.

Keywords, School counselor, counselor activities, email interaction, counselor role, counseling services

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School counselors are responsible for a myriad of different tasks. They must respond to the need for guidance activities, such as testing, scheduling, college placement, career counseling, and a plethora of other activities. At the same time, they must deal with the psychological needs of students, such as suicide attempts, crisis events, bullying, conflict management, anger issues, and many other mental health issues. This creates a higher risk of stress, exhaustion, and burnout (Butler & Constantine, 2005; Moyer, 2007; Wilkerson & Bellini, 2006).

There have been numerous theoretical articles regarding the role of counselors, as well as surveys asking counselors to list their activities. There are national models the most notable being the American School Counselor Association (ASCA) (2012) model, outlining the most utilized way as guide for counselors to spend the limited time available to accomplish their many responsibilities. However, there has been limited research that delineates counselor's day-to-day concerns that they communicate to their colleagues via listserv, which is an electronic way of interacting with other counselors via email regarding their needs and challenges. Interacting with other counselors via a listserv is easy and fast.

The aim of this article is to provide insights into topics that counselors request information or advice on. This dialogue shed light what topics school counselors consider highly important, as well as what issues concern them. The database for this study is a two year, 1600 plus person listerv of Indiana school counselors, and counselor educators as well as those interested in counseling such as the Indiana State Department of Education, school counseling students, and some individuals who do outreach activities relating to school counseling. The listerv is called CounselorTalk. CounselorTalk is well established as it has been in existence for over twenty years. The majority of Indiana school counselors communicate with each other via CounselorTalk in order to receive official announcements, professional support, ask questions, and share important information via email.

The listserv began as an off shoot of a yearly conference for school counselors, the Indiana University Paul Munger Summer Conference (Paul Munger was the Counseling Department Chair for many years, and the conference was

named in his honor after his retirement). Counselors who attended the conference, especially those from small or rural school districts, frequently commented that they had a very good learning experience, and enjoyed the interactions with other counselors. However, then they would have to go back to their work place where they were the only counselor. So their contacts with the wider world of counseling were limited. In response, the CounselorTalk listserv was started as an early provider of electronic contact between counselors. Despite the current ease of access of social media, it remains popular and widely utilized today. One important benefit of studying counselors' activities is to gather information regarding the counselors' role , which has been an important topic among the profession for some time.

As Rayle and Adams (2007) pointed out, there has been much ambiguity regarding counselor role, and internal debates have been common concerning the appropriate roles of school counselors as to how their daily activities are described. Studies have examined counselor activity by utilizing interviews, and surveys to gauge their perceptions of their activities (Burnham and Jackson, 2000; Goodman-Scott, 2014; Perea-Diltz, and Mason, 2008; Rayle and Adams, 2007; Walsh, Barrett, and DePaul, 2007).

School Counseling Models

Various models have been developed to guide school counselor activities. In a culturally diverse world, an ideal school counseling program would provide equal opportunities to all students to access counseling services. Unfortunately, it's not an ideal world. However, Counselors can do much to assist all students to achieve to their fullest. There are several school counseling models, which relate to maximizing counseling. As noted earlier the most prominent model today is the ASCA National Model (2012), and according to the model, in order to have a comprehensive and contemporary school counseling program, school counselors should spend directly or indirectly at least 80% of their time with their students. The program should include four basic components: (1) foundation, (2) management, (3) delivery, and (4) accountability. Furthermore, academic, career, and personal/social development are the three domains of ASCA Student Standards for providing better opportunities. These domains are designed to enhance the student learning process.

In addition to more traditional views of the role of the school counselor, today's school counselors are expected to take a leadership role in team activities, create a collaborative environment, and advocate for systematic change in appropriate ways (Trolley, 2011). This is reflected in the ASCA model. ASCA's official position, as stated in their document "The Role of the Professional School Counselor," is that school counselors "create comprehensive school counseling programs that focus on student outcomes, teach students competencies, and are delivered with identified professional competencies" (ASCA, 2012).

Two other models that preceded the ASCA model, and have heavily influenced its development, are by Myrick (1993) (2003) and Gysbers and Henderson (1988) (2014). Myrick's (2003) model suggests that the school counselor role can be categorized into four interactive components: The guidance curriculum, individual planning, responsive services, and the system support. In addition, similar to ASCA's emphasis on accountability, Myrick (2003) also believes that increasing the accountability of school counselors will make positive contributions to standardize their roles and functions.

According to Gysbers and Henderson 's (2014) latest update from their influential 1988 book, *Developing and Managing Your School Guidance Program*, a comprehensive guidance and counseling program should include guidance curriculum, individual student planning, response services, and system support. Time distribution should vary by school level. The model highlights that school counselors should not spend any time on non-guidance duties in school. Guidance curriculum, counseling, guidance program management, and consultation are basic priorities for counselors' skill use. In addition, school counselors are responsible for the quality of the total guidance services which includes consultation, support, and supervision. These theoretical models all focus around what is perceived to be the counselor's role with students as they progress towards academic achievement. However, researchers have noted that school counselors often do activities that are not included in the recognized models (Baggerly & Osborn, 2006; Bemack, 2000; Burnham & Jackson, 2000; Carter, 1993; Scarborough, 2005).

Along with the theoretical models, the case has been made for several different activities that should be emphasized in the school counseling profession, such

as advocacy (Bemak & Chung, 2005), educational leadership, and reform (Bemak, 2000; Lee, 2005; Yavuz, Dogan & Kabakci, 2019), multicultural advocacy (Holcomb-McCoy, 2005), counseling (Beale, 2004), greater counselor-community interactions (Griffin & Steen, 2010) and the list goes on.

As it can be seen, school counseling is impacted by a wide range of environmental influences, including national organizations (such as ASCA, and the Education Trust), national and state regulations, and pressing topical issues (Steen & Rudd, 2009; Walsh, Barrett, & De Paul, 2007; Goodman-Scott, 2014; Scarborough & Culbreth, 2008). It has long been established that the school administrator is a key factor in the success of the school counseling program (Sutton & Fall, 1995). Rayle and Adams (2007) emphasize that the school counselor role is heavily influenced by the activities that school administrators consider appropriate. In addition, counselors must respond to social problem, for example, poverty and alienation, and social disintegration all of which impact students and student performance (Walsh, Barrett, & DePaul, 2007; Barton, 2003; Barton & Coley, 2009).

Despite the well-articulated and sensible theoretical models of what counselors should be doing, it is clear that counselors also face heavy pressures from administrators and society to include non-counseling activities in their work day. Perusse, Goodnough, Donegan, and Jones (2004) found that several activities deemed by ASCA to be inappropriate were required by school administrators. The authors commented that "In addition to these forces shaping the role of a school counselor on a national level, school principals help determine the role of the school counselor at the local level" (Perusse et al., 2004, p. 153). One way to gauge counselors' actual day to day activities is to measure what they say in their interactions with one another.

Current Study

This study is different from others that theorize about counselor activities in that data is collected from school counselors' actual daily digital interactions with a listserve of colleagues which may include activities not considered ideal in theoretical models. School counselors must shift focus constantly throughout the school year in order to respond to the current needs of

students and administration. Counselors focus on different activities is based not only on current events, but also on the school level or state level (Goodman-Scott, 2014; Perea-Diltz & Mason, 2008; Rayle & Adams, 2008; Scarborough & Culbreth, 2008). Counselors' work experiences vary from month to month depending on the time of the school year and what's required during that period, for example testing, college admissions, or scheduling etc. The study is an attempt to capture a snapshot of counselor concerns throughout the year and between two years. There are some topics that are ongoing throughout the school year such as bullying, behavioral concerns, and guidance activities, but others that have priority depending on the time of the year (Trolley, 2014). The current study attempts to shed light on what activities counselors do at different times of the year, and prioritizing their many responsibilities at every school level (elementary, middle, and high school) as well as by the time of the year. Results of this study highlights the commonality of important dimensions that counselors consider to be important enough to communicate.

METHOD

Participants

Participants consisted of members of the CounselorTalk listserv. Listserv membership fluctuates depending on the time of the school year (membership drops significantly in the summer months). In the academic year, there are over 1600 members. Members were Indiana school counselors, counselor educators, and graduate students in Indiana counseling programs, as well as organizations making announcements for programs of interest to counselors (these are screened by the listserv staff). The participants were all members of the listserv who interacted with other members via email. Because the listserv accepts members only from the State of Indiana, all of the participants were from Indiana.

Procedure

Members of the listserv interact with each other via email. Data was collected from these emails sent by the members of the listserv. Data collected from

CounselorTalk was categorized by topic, school-level, month, and interactions and responses. Qualitative data analysis method was used to analyze the data. Differences between various time periods of the academic year and between elementary, middle, and high school counselors' questions and responses are reported.

Originally, posts were coded into 36 categories, ranging from SAT/ACT, school calendar, and behavioral problem questions to mentoring, college admission, and study skill development questions (*total of 82 over two years [36 first, 46 second]*). After the initial coding, categories were collapsed to 10 main groups which are: (1) Emotional/Behavioral topics, (2) Testing, (3) Guidance Activities, (4) Administrative Duties, (5) Technology Questions, (6) Academic Issues, (7) Career/Licensure Questions for Counselors, (8) College, Financial Aid, and Post-Secondary Plans, (9) Announcements, and (10) Miscellaneous.

Emotional Behavioral issues consisted of questions related to mental health and behavioral issues, bullying, students dealing with grief or loss, students experiencing crisis, group counseling, and student hygiene. Posts coded in the testing category related to general testing, standardized and state testing, state administered surveys, counselor administered surveys, and SAT/ACT questions. Guidance activities included scheduling issues, requests for resources on guidance topics, and character education questions. Administrative activities related to school calendar questions, explaining the counseling program, school counselor evaluation, and logging counselor activities. Posts coded into the technology category related to technology, the Internet, and cell phone issues. Academic issues consisted of mainly questions related to graduation requirements, information on course credit, and curriculum issues as well as special education questions, and transfer/transitional opportunities for students. Career/Licensure questions for School Counseling included posts related to school counseling job announcements and licensure questions. The College/Post-Secondary Plans topic consisted of topics related to college admissions, post-secondary/career plans, and scholarship and financial aid opportunities. Announcements included posts mainly from non-school counselors, or "Others," concerning Department of Education news and programs hosted by non-school counselors. The last category, Miscellaneous included any posts that were not

related to the other nine topics or in cases where agreement or consensus could not be reached.

Data Analysis

In order to analyze the qualitative responses, thematic analysis was utilized. Responses of the participants were taken at face value as they reflected items important to the senders. The CounselorTalk listserv is a public record. The data from the listserv was archived by month. Each archive was placed in a digital file to be coded. No names were included, so the information is anonymous. Every interaction in the listserv was then summarized, and coded by topic, school level, and time period. Coding was independently done by three coders (the two co- authors and their research assistants) who periodically met to compare their codes. Any discrepancies in coding were resolved by discussion and reaching coder consensus. In the rare cases when agreement or consensus was not achieved, the item was placed in "Miscellaneous". For this study, coders were considered in an agreement when all three placed a given unit in the same predetermined theme. In cases where all three coders were not in agreement, the unit was discussed by the three coders and, after discussion, if all three coders came to agreement on the proper theme, then this was considered as consensus.

RESULTS

School counselors are responsible for many tasks including but not limited to testing, college admission, career counseling, bullying, conflict management, suicide attempts, and mental health issues. This study was designed to assess what topics school counselors focus their time on and need to request advise/consultation as well as any topical trends that occur within the school year. This may include college admissions, testing, graduation, etc.

Year one had a total of 1380 postings (email), with an academic year average of 96 posts a month. This excludes June and July due to low posting rates. The total postings per month ranged from 21 (July) to 158 (September). The highest volumes of postings were from high school counselors with a total of 432 posts and a school year average of 36 posts a month. Middle School

counselors posted a total of 144 times throughout the year and a school year average of 12 times a month. Elementary school counselors posted 216 throughout the year with a school year average of 18 times month. Counselors who did not identify their school level posted an average of 21 times a month during the school year with a total of 252 posts. Other individuals including state officials, non-school related counseling services, and other non-school counselors who are members of the listserv, posted an average of 28 times a month during the school year with a total of 336 posts these are mainly official announcements.

The top three topics discussed on the listserv for year one were Emotional/Behavioral Topics (n=364), Academic Issues (274) and Testing (248), as depicted in Figure 1. High school counselors focused more on Academic issues (151), followed by Testing Issues (128), and then College/Post-Secondary Plans, and Financial Aid (76) (Figure 2). Middle School Counselors posted the least on the listserv, and focused on Academic questions (41) and Emotional/Behavioral concerns (38), followed by testing (26) (Figure 3). Elementary school counselors focused on Emotional/Behavioral Topics (86), followed by Guidance Activities (74), and then Testing (42) (Figure 4).

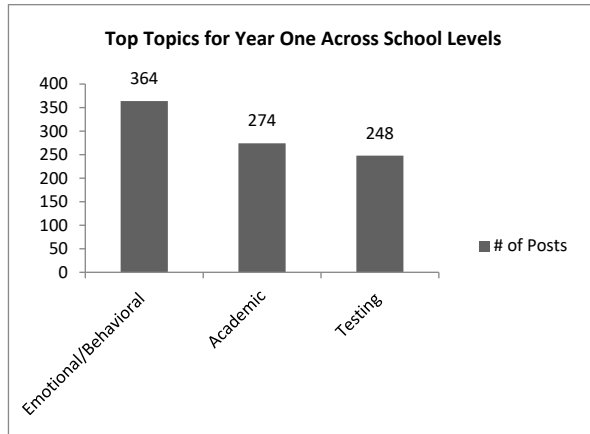


Figure 1. Top Topics for Year One Across School Levels

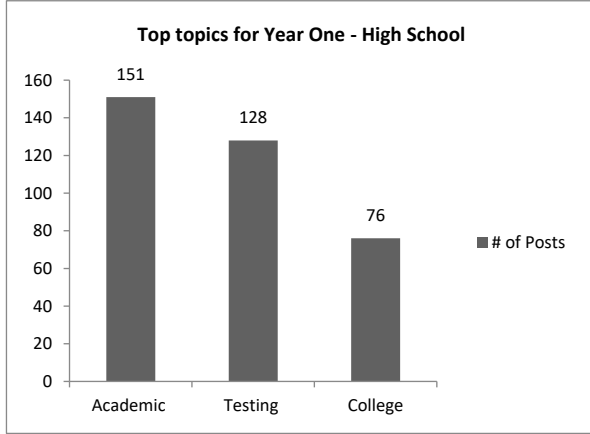


Figure 2. Top topics for Year One - High School

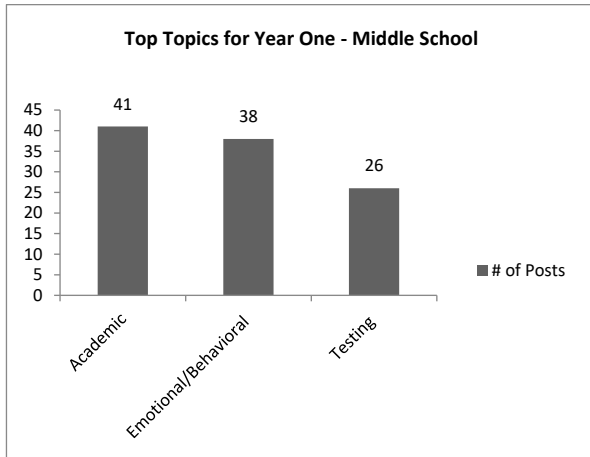


Figure 3. Top Topics for Year One - Middle School

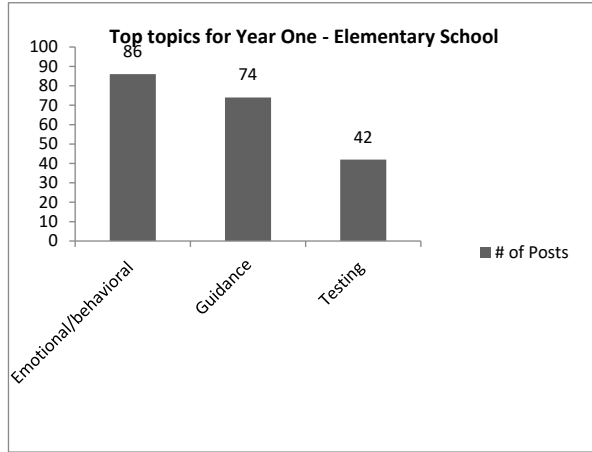


Figure 4. Top topics for Year One - Elementary School

Year two had a total of 1,388 postings, with an academic year average of 104 posts per month (excluding June and July). The total number of posts per month ranged from 26 (June) to 168 (February). The highest volumes of posts were, again, from high school counselors with a total of 504 posts and a school year average of 42 posts per month. Middle School counselors posted a total of 180 times throughout the year and with an academic year average of 15 times a month. Elementary school counselors posted 308 times throughout the year with a school year average of 26 times month. Counselors who did not identify their school level posted an average of 12 times a month during the academic year with a total of 144 posts. Non-counselors posted an average of 21 times a month during the academic year with a total of 252 posts.

The top three topics discussed on the listserv for year two were Emotional/Behavioral Issues (345), Testing (298), and Academic Issues (262) as depicted in Figure 5. High school counselors focused on Academic issues (192), followed by Testing Issues (116), and then College/Post-Secondary Plans, and Financial Aid (72) (Figure 6). Elementary school counselors focused on Emotional/Behavioral Topics (132), followed by Guidance Activities (98), and then Testing (65) (Figure 7). Middle School Counselors posted the least on

the listserv, and focused on Academic question (42), Testing (41) and followed by Emotional/Behavioral Issues (36) (Figure 8).

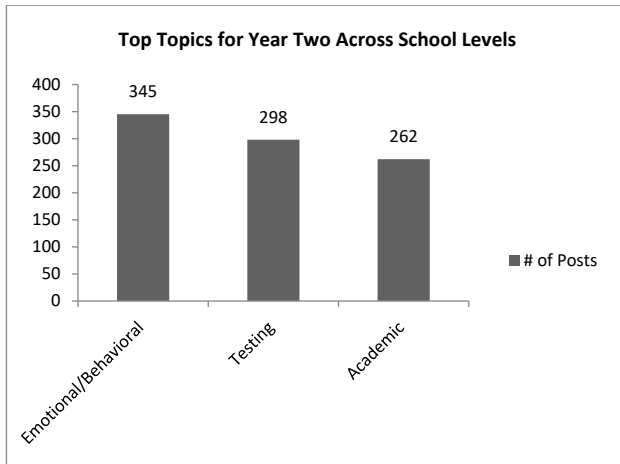


Figure 5. Top Topics for Year Two Across School Levels

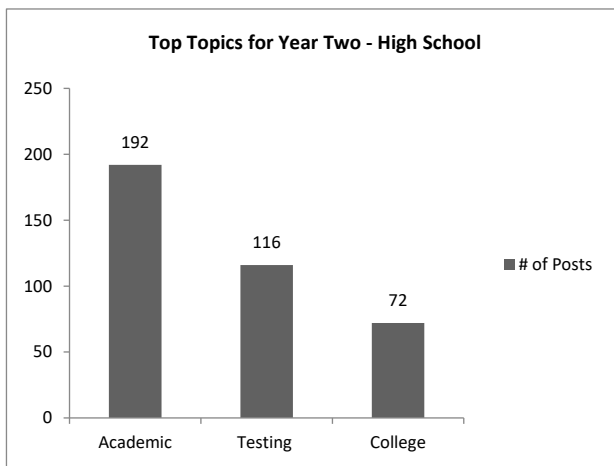


Figure 6. Top Topics for Year Two - High School

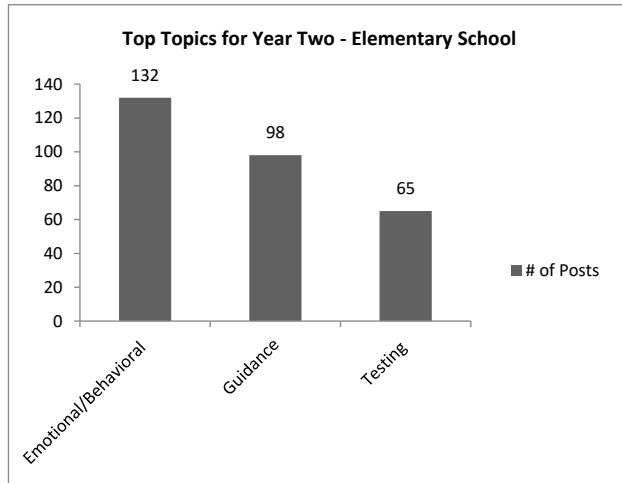


Figure 7. Top Topics for Year Two - Elementary School

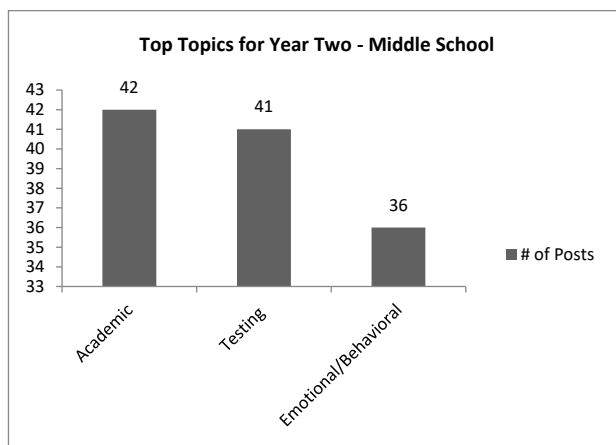


Figure 8. Top Topics for Year Two - Middle School

While each topic had a wide variety of posts, we are providing examples illustrative of the core definition of each top code. One posting by an elementary school counselor asked “I have a student who isolates herself in school, has no interest in making friends and she appears to be depressed. I

know she has had bullying issues in the past but, that has since been addressed and she claims that she is not getting made fun of anymore,” which was subsequently coded as Emotional/Behavioral. For testing, an example post is “A question has come up concerning 6th & 7th grade STEP Scores. It seems that in the past few years our 7th grade scores are lower than the scores for the same students were when they were in the 6th grade. I was wondering if you have seen the same trend in your schools. It seems that some want to blame our 7th grade teachers for not doing a good job. I would appreciate hearing back from as many schools as possible.”

A typical query related to College, Financial Aide/Post-Secondary Plans is "Does anyone have any handouts that they give to seniors regarding scholarship information? Possible websites, etc. I am looking for something to hand out to students during College GO! Week." Typical Guidance topics include scheduling, requesting resources on specific topics, and Character Education. One example is "One of the teachers in my building wants a guidance lesson about honesty. She has a number of students (2nd grade) who are lying in the classroom. I have covered this in the past, but I'm looking for new ideas ..." The Academic topic included questions related to curriculum and state standards, graduation requirements, special education, and credit transfers. A typical post is "I am wondering if any high school remediate 9th graders in math/LA who did not pass the 8th grade JSTEP (Indiana Statewide testing for Educational Progress). If so, how do you offer it?"

Rather than compare the posting topic frequency month to month, the researchers collapsed the months into six categories that better represented different phases of the school year. August/September was defined as "Back-to-School," October/November was defined as "Mid-Semester 1," December/January was defined as "Changing Semesters," February/March was called "Mid Semester 2," April/May was called "End of Year" and June/July were defined as "Summer." The top topics by school period are listed in Table 1.

Table1

Top Topics by Time of Year

Year	School Period	Top Topics
1	Back-To-School	Academic Issues
		Mental Health/Behavioral Issues Guidance Activities
	Mid-Semester 1	Mental Health/Behavioral Issues Testing
		Academic Issues Academic Issues
	Changing Semester	Mental Health/Behavioral Issues Testing
		Testing
	Mid-Semester 2	Academic issues Mental Health/Behavioral Issues
Issues		
End of Year	Mental Health/Behavioral Issues Testing Career Licensure Questions for School Counselors	
	Academic Issues Career Licensure Questions for School Counselors	
2	Back-To-School	Announcements Mental Health/Behavioral Issues Guidance Activities Academic Issues
		Testing
Mid-Semester 1	Mid-Semester 1	Mental Health/Behavioral Issues Academic Issues

Table 1 Continued

Changing Semester	Academic Issues
	Mental Health/Behavioral Issues
	Testing
Mid-Semester 2	Academic issues
	Testing
	Mental Health/Behavioral Issues
End of Year	Academic Issues
	Mental Health/Behavioral Issues
	Testing
Summer	Academic Issues
	Career Licensure Questions for School Counselors
	Announcements

DISCUSSION

As we have discussed, listserv discussion varies based on the school level of the individual posting as well as by time period within the year. High school counselors posted more frequently than both middle and elementary school counselors during both year periods. The majority of these posts focused on testing and academic issues. High school students take more standardized tests, and have more rigorous course and graduation requirements than middle or elementary school students, therefore high school counselors are forced to focus more time on these topics than emotional/behavioral issues. It can also be that school counselors are able to deal with emotional/behavioral issues without requesting information from others. However, we cannot say based on the available data which of these possibilities are most accurate.

In contrast, elementary school counselor posts focused almost exclusively on emotional/behavioral issues and guidance activities. Elementary counselors have the least amount of administrative work and thus have the time to focus on more counseling related issues. This could explain why elementary counselors post the most on this topic (more than high school and middle school counselors combined), and why this is their most frequent topic of discussion.

Middle school counselors made the least amount of posts on the listserv in the studied period. The top three topics they post in, academic issues, emotional/behavioral issues, and testing, are roughly equivalent number wise, and are all substantially lower than elementary and high school posting rates. Middle school counselors focus more on academics than elementary counselors, but less than high school counselors. The focus in middle school shifts from emotional well-being to academics; however, middle school counselors do not have to worry as much about graduation requirements, college preparation and applications, or course credit information. That is not to say that they never have to deal with these issues, but they do so with much less frequency. The increase on academic concerns gives these counselors less time to focus on students' emotional needs or guidance curriculum development. This shift in focus could explain why middle school counselors post the least. The lower posting rate could also be attribute to the fact that most middle schools have fewer students than elementary schools, serving only three grade levels rather than four or five. The number of posts between school years is essentially the same.

The data was analyzed by month, time period (back-to-school, mid-semester etc.), and by year for a comprehensive view. The interactions were dependent on whatever the important topic of the moment was, such as the beginning of school, year testing and other time phased items. Also such non-periodic changes such as new legislation, changes in graduation requirements, or major changes in standardized testing, such as the Indiana Statewide Testing for Educational Progress (ISTEP).

The results of the study suggest that the Counselortalk listserv has proven to be a valuable means of communication for statewide counselors at all levels. Results have highlighted the commonality of important dimensions that counselors consider to be important enough to communicate. Through Counselortalk, respondents have helped each other and learned issues facing counselors at their own elementary, middle school, or high school level, as well as counselors at other levels. As a result, number of listsev like CounselorTalk should be increased locally, nationally and globally.

Limitations

There are several limitations related to this study. First of all, it is state limited and thus may not accurately represent relevant issues in other states. Also it is important to note that after posting a question many counselors requested that they receive information backchannel. There is no way to track these responses unless they are revealed by the person asking the question. It is also important to know that the data does not represent all the activities conducted by school counselors, only those for which they needed advice or consultations with others. Also, the themes while reached with agreement are by their nature subjective. However, the data does give us some important indicators of the kinds of digital interactions that a large set of Indiana counselors felt important to communicate. Future studies can be conducted with school counselors to determine their needs. Also identifying what school counselors do throughout a year would help understand their possible needs.

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Yazar Katkıları / Author Contributions

RS ve SD bu makalenin yazım sürecinde (literatür taraması, data toplama, analiz, tartışma ve öneriler bölümlerinde) eşit oranda katkıda bulunmuştur.

RS and SD played equal role in the process of writing all sections of this article, literature review, data collection, data analyzing, discussion, and recommendations.

Çıkar Çatışması / Conflict of Interest

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Bu çalışma 1964 Helsinki Deklarasyon'u çerçevesince gerçekleştirilmiş olup etik kurallara uygun bir şekilde tamamlanmıştır.

This study was conducted in accordance with the ethical standards as well as the 1964 Helsinki Declaration.

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Genişletilmiş Özet

Giriş: Okul psikolojik danışmanları sınavlara hazırlık, zaman yönetimi, kariyer danışmanlığı, intihar girişimleri, kriz olayları, zorbalık, çatışma yönetimi, öfke kontrolü gibi bir çok farklı görevden sorumludur. Okul psikolojik danışmanı faaliyetlerine rehberlik etmek için çeşitli modeller geliştirilmiştir. İdeal bir psikolojik danışma programı tüm öğrencilere danışmanlık hizmetlerine erişmeleri için eşit fırsatlar sağlamalıdır. Günümüzün en yaygın okul psikolojik danışma modeli American School Counseling Association Modelidir (ASCA) (2012). Bu modele göre, kapsamlı ve çağdaş bir okul psikolojik danışma programına sahip olmak için, okul danışmanlarının zamanlarının en az % 80'ini öğrencileriyle doğrudan veya dolaylı olarak geçirmeleri gerekir. Öğrencilere daha iyi hizmet sunabilmek için ASCA hizmetlerini akademik, kariyer ve kişisel/sosyal gelişim olmak üzere üç alana ayırmıştır. Bu alanlar, öğrencinin öğrenme sürecini geliştirmek için tasarlanmıştır.

Okul psikolojik danışmanının rolüne ilişkin daha geleneksel görüşlerin yanında, bugünün danışmanlarından işbirliği etkinliklerinde liderlik rolü alması, ortak bir ortam yaratma ve uygun yollarla sistematik değişimi savunması beklenmektedir (Arabacı, 2011). Rayle ve Adams'ın (2007) belirttiği gibi, okul psikolojik danışman rolü konusunda hala belirsizlikler bulunmakta ve okul danışmanlarının günlük etkinliklerinin nasıl tanımlandığına ilişkin uygun rolleri hakkında tartışmalar yaygındır. Okul psikolojik danışmanların rollerini tanımlamaya ilişkin mevcut araştırmalar, görüşmelerden faydalanarak okul psikolojik danışman faaliyetlerini incelemiş ve etkinlik algılarını ölçmek için anketlerden yararlanmışlardır (Burnham & Jackson, 2000; Goodman-Scott, 2014; Perea-Diltz & Mason, 2008; Rayle & Adams, 2007; Walsh, Barrett, & DePaul, 2007).

Bu çalışmayı diğer araştırmalardan farklı kılan verisinin okul psikolojik danışmanların gerçek günlük dijital etkileşimlerinden toplamış olmasıdır. Bu çalışma, yıl boyunca ve iki akademik yıl (2011-2012 ve 2012-2013) arasında okul psikolojik danışmanların neler yaptıkları ve hangi konuda nelere ihtiyaç duyduklarını saptama girişimidir. Mevcut çalışma, okul psikolojik danışmanların hangi aktivitelerini yılın hangi zamanlarında yapmakta olduklarına ışık tutmaya ayrıca okul seviyesine göre (ilkokul, ortaokul, lise) sorumluluklarını öncelik sırasına koymaya çalışmaktadır.

Yöntem: Bu çalışmanın katılımcıları Amerika'nın Indiana Eyaleti'nde okul psikolojik danışmanlara hizmet etmesi için oluşturulan CounselorTalk adında email grubunun mensuplarından oluşmaktadır. Datanın toplandığı zamanda 1600'den fazla olan üye sayısının önemli çoğunluğunu okul psikolojik danışmanları oluştursa da yüksek lisans öğrencileri ile farklı görevleri olan bazı eğitimciler de bulunmaktadır. Üyeler email yoluyla birbirleriyle iletişimi sağlamaktadırlar. Üyeler tarafından gönderilen bu emailer bu çalışmanın verisini oluşturmaktadır. Verilerin analizinde nitel araştırma yöntemi kullanılmıştır. Veriler okul seviyesine, zamana ve konuya göre kategorilere ayrılarak analiz edildi. Akademik yılın çeşitli zaman dilimlerinde ve ilkokul, ortaokul ve liselerde görev yapan okul psikolojik danışmanların soru ve cevapları arasındaki farklılıklar bildirilmiştir. İlk kodlamanın ardından, kategoriler şu ana gruplara ayrıldı: (1) Duygusal/Davranışsal konular, (2) Test, (3) Rehberlik Faaliyetleri, (4) İdari Görevler, (5) Teknoloji Soruları, (6) Akademik Konular, (7) Danışmanlar için Kariyer/Sertifika Soruları, (8) Üniversite, Mali Yardım ve Ortaöğretim Sonrası Planları, (9) Duyurular ve (10) Diğerleri.

Bulgular: İlk yılda toplam 1.380 e-posta vardı ve ortalama bir ayda 96 email atıldı. İlk yıl listelerinde en çok tartışılan ilk üç konu Duygusal/Davranışsal Konular (n = 364), Akademik Konular (n = 274) ve Test (n = 248) idi. Lise psikolojik danışmanları daha çok Akademik (n = 151) ve Test Konularına (n = 128), Ortaokul danışmanları listelerde en az yer aldı ve Akademik sorular (n = 41) ile Duygusal/Davranışsal Kaygılar (n = 38) konularında daha çok ilgi duyarken, ilk okullarda çalışan danışmanlar ise daha çok Duygusal/Davranışsal (n = 86) ve Rehberlik Faaliyetlerine (n = 74) yönelik email attılar.

İkinci yılda toplam 1.388 kayıt vardı ve ayda ortalama 104 email atıldı. İkinci yıl için listelerde tartışılan ilk üç konu, Duygusal/Davranışsal Konular (n = 345), Test (n = 298) ve Akademik Konular (n = 262). Lise psikolojik danışmanları Akademik (n = 192) ve Test (n = 116) konularına odaklanırken, ilk okullarda çalışan danışmanlar daha çok Duygusal/Davranışsal (n = 132) ve Rehberlik (n = 98) konularına odaklanmıştır. Ortaokul danışmanları listelerde en az yer almış olup Akademik (n = 42) ve Test (n = 41) konularında daha çok email atmışlardır.

Tartışma ve Sonuç: Liselerde çalışan okul psikolojik danışmanları, her iki yıl boyunca hem ortaokul hem de ilkokul danışmanlarından daha çok etkileşimde bulunmuş ve bu etkileşimleri daha çok Test ve Akademik konulara odaklanmıştır. Lise öğrencileri daha fazla standart testlere girerler ve ortaokul veya ilkokul öğrencilerinden daha sık kurs ve

mezuniyet koşullarına ilgilidirler. Bu nedenle lise danışmanları duygusal/davranışsal konulara göre daha fazla zamanı bu konulara ayırmak durumunda kalırlar. Buna karşılık, ilkökul danışmanları görevlerinde neredeyse yalnızca Duygusal/Davranışsal ve Rehberlik faaliyetlerine odaklanmışlardır. İlkokul danışmanları idari işlere en az miktarına sahiptir ve bu nedenle danışmanlıkla ilgili daha fazla konuya odaklanma fırsatları vardır. Ortaokul danışmanları, araştırılan iki akademik süre içerisinde en az etkileşimde bulunan grup olmuştur. Ortaokul danışmanları, ilk okul danışmanlarından daha fazla, liselerde görev yapan psikolojik danışmanlardan ise daha az akademik konulara ilgi duymuşlardır. Orta okul danışmanları hizmetleri sosyal/duygusal konulardan akademik konulara kaymakta fakat henüz ders kredileri, üniversite hazırlığı veya üniversite tercihleri gibi konularda çok fazla hizmet sunmalarına gerek yoktur. Akademik konulara yoğunlaşan danışmanlar öğrencilerin sosyal/duygusal alanlardaki ihtiyaçlarına daha az zaman ayırmaktadırlar.

Çalışmanın sonuçları, okul psikolojik danışmanların yardıma gereksinim duydukları alanlarda sorularına kısa zamanda cevap bulabilmeleri ve dolayısıyla öğrencilerine daha etkili hizmet sunmaları için CounselorTalk gibi hizmetlerin önemini ortaya koymaktadır. Ayrıca, danışmanların yılın hangi döneminde nelere ihtiyaç duyduğu ortaya konulduğundan bu ihtiyaçlara uygun yardım ve geliştirme hizmetlerinin sunulması çok önemlidir.

Bu çalışmanın başlıca sınırlılığı verisinin sadece bir eyaletten toplanmış olması ve incelenen bu etkileşimlerin okul psikolojik danışmanlarının yaptığı bütün faaliyetlerini kapsamamasıdır. Danışmanlar sadece başkalarına danışmak ve bilgi almak istedikleri konularda etkileşimde bulduklarının bilinmesi önemlidir. Okul psikolojik danışmanlarına doğrudan sorularak onların karşılaştıkları sorunlar ve yardıma ihtiyaç duydukları konular gelecekte yeni çalışmalarla analiz edilebilir. Ayrıca okul danışmanların bir yıl boyunca ne yaptığını belirlemek, olası ihtiyaçlarını anlama ve onlara uygun hizmetlerin sunulmasına da yardımcı olacaktır.