TRANSFORMATIVE SCHOOL COUNSELING: AN EXAMINATION OF THE INTERACTION BETWEEN PROFESSIONAL IDENTITY AND LEADERSHIP SKILLS

by

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DEDICATION

This paper is dedicated to 21st Century school counselors in all settings, at all levels, and in all parts of the world. Your work is important; your passion is unwavering, and your love is inspiring! You make a difference in the lives of every student, everyday!

Doors of opportunity…OPENED.

Mindsets and behaviors…CHANGED.

Barriers to learning…REMOVED.

Transformative school counseling…APPROVED!
ACKNOWLEDGMENTS

To my Heavenly Father, thank you for choosing me for this honor and thank you for infusing me with your supernatural strength to get through this journey. You know my story, God. All glory, honor, and praise I give to You. May all blessings that come from this degree be used for the edification of your kingdom.

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ABSTRACT

NECOLE C. BRYANT
TRANSFORMATIVE SCHOOL COUNSELING: AN EXAMINATION OF THE INTERACTION BETWEEN PROFESSIONAL IDENTITY AND LEADERSHIP SKILLS. Under the direction of KAREN D. ROWLAND, Ph.D.

School counselors have a responsibility to attend to the numerous social, psychological, and environmental factors in which students encounter on a daily basis. The American School Counselor Association (ASCA) (2012) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2016) stated professional identify and leadership are encompassed into the roles and responsibilities of the school counselor. The purpose of this quantitative study was to explore the interaction between leadership skills and professional identity among school counselors in training, practicing school counselors, and counselor educators.

An informed consent, a demographic survey, the Professional Identity Scale in Counseling (PISC), and the School Counselor Leadership Survey (SCLS) were administered to participants in the study. This study utilized purposive sampling technique. Participants were recruited via email from within four southeastern region school counseling associations and the Counselor Education and Supervision Network (CESNET). Instruments were administered using an online platform and a multivariate analysis of variance (MANOVA) was used as the statistical analysis test.
Results of the study revealed there was no statistical difference between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. In addition, no interaction effect was found between the two variables. Implications and possibilities for futures research are discussed.

*Keywords*: school counselor, counselor educator, professional identity, leadership skills
CHAPTER ONE

INTRODUCTION

Students often perceive the school years as one of the healthiest periods of life, but it is also a time when mental health issues occur or become more prevalent (McLeod, Uemura, & Rohrman, 2012), due in part to the unique challenges posed by educational and socialization expectations and physical and psychological developmental changes (Patel, Aronson & Divan, 2013). School counselors can make all the differences during those times through support, leadership (Mason, 2010), and the use of their informed knowledge and skills (Patel et al., 2013; ASCA, 2012). Considering the research as reported by the authors, one might question what makes the difference during those times for the school counselor? Is it the use of a counseling model, possession of leadership skills, embodiment of professional identity or a combination of the sum? The American School Counselor Association (ASCA) (2012) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2016) stated professional identify and leadership skills are encompassed into the roles and responsibilities of the school counselor. While these organizations contributed to the current framework and guidelines of the counseling profession (Kaplan & Gladding, 2011), the history of school counseling presents a clearer depiction of its evolution over the last one hundred years.

Historical Background of Counseling

According to Gladding (2012), professional counseling emerged from the progressive guidance movement of the early 1900s. The guiding principles of the
profession was reported to have underpinning linked to human development, psychology, sociology and education (Mellin, Hunt, & Nicholas, 2011; Schmidt, 2008; Gibson & Mitchell, 1999; Myers, 1924). Counseling as a profession highlighted the importance of helping individuals avoid bad choices while finding meaning, direction, and fulfillment in what they chose to do with their lives (Gladding, 2012).

As the years progressed, the counseling profession struggled to establish a definition that would give meaning to the term counseling (King & Stretch, 2013). It was not until 2010 that the American Counseling Association (ACA), the American Association of State Counseling Boards (AASCB), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Chi Sigma Iota International Counseling Honor Society and 25 other major counseling organizations agreed upon and recognized a definition of counseling (Kaplan, Tarvydas, & Gladding, 2014).

Accordingly, the American Counseling Association defined counseling as, “a professional relationship that empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (Kaplan et al., 2014, p. 366).

The American School Counselor Association (ASCA) was among the representatives of the Oversight Committee. ASCA was noted as one of the organizations that rejected the proposed definition of counseling. Reasons for the rejection included (a) the definition omitted an explanation of how school counseling was different from other mental health professions, (b) the lack of research to support the definition, and (c) the fact that ASCA had an established definition of school counseling in which the organization preferred to continue using (Kaplan et al., 2014). ASCA’s
(2012) definition affirmed school counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, who are uniquely qualified to address the academic, career, and social/emotional development needs of all students by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes student success. Despite school counseling’s distinct definition, the role of the school counselor evolved since its early beginnings in the late 19th century (ASCA, 2012; Romano, Goh, & Wahl, 2005; Baker & Gerler, 2004; Gysbers & Henderson, 2001; Myrick, 1997).

**Historical Background of School Counseling**

Professional school counseling began from the vocational guidance movement of the early 1900s (Coleman & Yeh, 2008). Its history spans back over 100 years and highlights the challenges associated with the formal educational opportunities that were afforded to individuals during the Industrial Revolution (DeVoss & Andrews, 2006). Due to the diverse population of students and the myriad of socioeconomic challenges faced during the changing times, teachers and social reformers began to provide guidance and services to help students in the areas of development, vocational aspirations, and personal choices (Schmidt, 2008).

Among those social reformers was educational advocate Frank Parsons (DeVoss & Andrews, 2006; Parson, 1909). According to Gladding (2012), Parsons was the first to identify the trait and factor model, which argued there was a close correlation between job satisfaction and personal traits such as aptitudes and abilities. Parsons maintained there were three steps associated with the vocational guidance process (Erford, 2011; Parsons, 1909). His trait and factor approach emphasized the following:
First, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work. Third, true reasoning on the relations of these two groups of facts (Parsons, 1909, p. 5).

Accordingly, DeVoss and Andrews (2006) reported these type assessments were widely adopted by the military which led to the utilization of standardized testing and measurements of military soldiers. Hence, guidance counselors began to use the trait and factor tests.

The end of the war resulted in more changes to the role and responsibilities of vocational guidance counselors. Erford (2011) reported six factors shaped the role of the vocational guidance counselor during this era. These factors included (a) vocational guidance, (b) student personnel administration, (c) psychology, (d) industry work personnel, (e) social work, (f) and psychiatry (Erford, 2011).

Despite the myriad of factors that influenced the roles and responsibilities of the school counselors, it was not until the 1950s that professional training opportunities, advocacy, and legislative support for school counselors became more prevalent (Erford, 2015). This shift was supported by several major influences. One such influence was the establishment of the American School Counselor Association (ASCA) in 1952. Following ASCA, in 1964, the National Defense Education Act (NDEA) passed amendments that highlighted the importance of school counseling for all students with
support and funding particularly in the areas of elementary school counseling, technical institutes, and nonbaccalaureate postsecondary institutions (Erford, 2015).

Romana, Goh, and Wahl (2005) reported that the civil rights movement and the woman’s rights movements of the 1970s called for school counselors to address the needs of their diverse student populations and the rights of students with special needs. During this time, the school counseling profession recognized that prior counseling models (elementary classroom group guidance and high school vocational guidance) did not address, nor meet the needs of all students. It was clear; a more comprehensive and developmental approach to school counseling was needed to effectively help students (Schmidt, 2008).

In the 1980s, the Council for the Accreditation of Counseling and Related Education Programs (CACREP) was established. The organization’s goal was to standardize and safeguard counselor education training programs on the master’s and doctoral levels across several specialties, one of which was school counseling (Gladding, 2012). Despite CACREP’s presence, school counselors struggled to identify a central theme surrounding the role of the school counselor (Baker & Gerler, 2004). According to Gysbers (2010), many states devised individual counseling models to address this concern. However, the roles and functions remained unclear primarily because of varying opinions and terminologies such as guidance, guidance and counseling, and school counseling (Gysbers, 2010). As discussions increased, the school counselor reform went underway and ASCA adopted national standards in the 1900s (Romano et al., 2005). By 2003, the ASCA National Model was published and adopted by many
states and school districts. Its framework has since become instrumental in defining the roles and responsibilities of the twenty-first century school counselor (ASCA, 2012).

Theoretical Framework

The theoretical foundation for school counseling rests upon the groundwork of developmental psychology, educational philosophy, and counseling methodology (Erford, 2015). This holistic foundation provides such that the academic, career, and social/emotional needs of all students are addressed (ASCA, 2012). In such, it is vital that school counselors and school community stakeholders (students, parents, teachers, community members) recognize the myriad of ways in which development is theorized and expressed within the K-12 experience (Erford, 2015).

Bronfenbrenner’s Systemic Ecological Theory (1979, 1992) is recognized as a relevant counseling theory that supports developmental and data-driven school counseling programs (Erford, 2015). This theory suggests that social interaction supports the function of learning; thus, proposing that the learning environment consist of multiple systems and sub-systems that interact with one another while contributing to the overall learning environment of the student (Lau & Ng, 2014). More specifically, Bronfenbrenner’s theory focuses on three major premises: (a) all aspects of the environment are included in the ecosystem and that everything is interconnected, (b) ecosystems are made up of smaller ecosystems that exist within larger ecosystems, and (c) ecosystems pursue sustainability (McMahon, Mason, Daluga-Guenther, & Ruiz, 2014).

Within the construct of this theory, interconnectedness suggests that a change in part of the ecosystem will evoke a ripple effect that leads to changes in other parts of the
whole system (Keys & Lockhart, 1999), evoking changes in every aspect including the original change agent (McMahon et al., 2014). The ASCA National Model: A Framework for School Counselors (2012) highlights such a phenomenon in that it acknowledges schools as systems. In addition, the ASCA model suggests school counseling programs are vital in the removal of systemic barriers within a school system (ASCA, 2012). Accordingly, Green and Keys (2001) reported school counselors whom apply the principles of systemic-ecological change to problems, view change as being contingent upon changes that happen within the system or systems surrounding the individual.

The ASCA framework also supports the notion that school systems should be understood from the multi-level perspective, which views both the larger and smaller systems (McMahon et al., 2014). For example, the ASCA National Model depicts school counselors as educational leaders who advocate for students at the local school, micro, and macro levels (ASCA, 2012). Hence, allowing school counselors, through their school counseling programs, to conceptualize a set of embedded sub-environments, each inside the next (Lau & Ng, 2014).

Lastly, the ecological framework suggests ecosystems seek and use strategies to pursue sustainability. One such strategy noted in the literature was the use of feedback and communication to maintain a dynamic balance (McMahon et al., 2014). The ASCA Model Framework supports this idea with the concept that school counselors should collaborate with school, family, and community stakeholders to access support for student achievement (ASCA, 2012). Thus, 21st century school counselors will be afforded
an opportunity to use both psychological and systemic-ecological principles to respond to the developmental needs of students (Green & Keys, 2001).

**Education and Training of the School Counselor**

ASCA (2012) requires that school counselors are state certified/licensed professionals who have earned a minimum of a master’s level degree in school counseling and who upholds the ethical and professional standards of the profession. The unique education and training qualifies them to address the academic, career, and social/emotional needs of all students (Bain, 2012; ASCA, 2012, Green et al., 2001). School counselors serve in various roles and/or capacities and occupy a number of responsibilities (Napierkowski & Parsons, 1995; Hardestry & Dilliard, 1994) such as elementary, middle, high school, district supervisory positions, and as counselor educators (ASCA, 2012). Despite their role and training, school counselors are faced with challenges when designing and delivering comprehensive school counseling programs.

**Challenges of the School Counselor**

While the ASCA National Model has provided a uniform standard for school counseling programs in the country (ASCA, 2012), there still remain challenges within the school counseling profession. Curry and Bickmore (2012) reported some of the challenges include large caseloads, use of data, cultural competence, counselor effectiveness, advocacy, and leadership. In addition, role ambiguity, role conflict, and absence of a central or unified professional identity (Curry & Bickmore, 2012; Amatea & Clark, 2005) were also reported as challenges.
While some challenges in the profession speak specifically to the work done in schools others are due to current trends. The ever-changing needs of society demands that school counselors are equipped with the skills needed to address topics such as technology, poverty, homelessness, trauma, violence, aging (Gladding, 2012; Erford, 2011; Amatea & Clark, 2005). Additionally, more pressing topics of concern for the 21st Century school counselor are professional identity and leadership (Gladding, 2012; Wingfield, Reese, & West-Olatunji, 2010; Erford, 2011).

Professional Identity in School Counseling as it Relates to the ASCA National Model

Professional identity is the idea of ongoing growth and development within a certified content (Moss, Gibson, & Dollarhide, 2014). It spans the lifelong work of an individual from the time one enters the counseling profession until they retire (Moss et al., 2014). ACA and its divisions and branches are primarily responsibility for communicating the distinct and unique contributions of professional counselors (Reiner, Dobmeier, & Hernandez, 2013). ACA (2016) affirms that their organization and its divisions enhance professional identity and are organized around specific interests and practice areas. The divisions provide professional strength and satisfy the diverse needs of the counseling community. One specific division of the ACA that speaks directly to the professional identity of school counseling is ASCA (ACA, 2016).

The ASCA National model promotes school counselors as leaders, advocates, collaborators and researchers (ASCA, 2012). Additionally, the model emphasizes that school counselors should spend eighty percent or more of their time providing direct or indirect services to students through individual, small group, or classroom counseling sessions (ASCA, 2012). Furthermore, the ASCA National Model integrates data-driven
accountability practices into the national framework while requiring that school counselors demonstrate their knowledge of data and assessment analysis (ASCA, 2012). Despite the national standards, many school counseling professionals and administrators continue to work outside of the national framework and subscribe to outdated service models (Cinotti, 2014). As a result, school counselors may experience role confusion (Gibson, Dooley, Kelehner, Moss, & Vacchio, 2012), which could impact their professional identity.

Due to the logistics of the school setting, school counselors embody the role of both educational leader and mental health professional (Dekruyf, Auger, & Trice-Black, 2014). In a similar vein, CACREP (2016) identified school counselors as both leaders and mental health professionals (STANDARD, 2.a, G, 2.g). However, Gibson, Dooley, Kelehner, Moss and Vacchio (2012) reported neither educators nor professional school counselor view themselves as educational leaders, which is in direct contrast to the guidelines of the ASCA National Model. In fact, this incongruence is worsened by opposing expectations that school counselors encounter from both counselor educators during training and school administrators resulting in a divide between school counselor preferred roles and their actual functions (Cinotti, 2014, Hatch & Chen-Haynes, 2008; Lambie & Williamson, 2004).

Researchers Moss et al. (2014) define this divide as interpersonal and intrapersonal dimensions of counselor identity. More specifically, the interpersonal dimension involves an individual’s relationship to the society and the professional community. On the other hand, the intrapersonal dimension involves professional identity being shaped from within and formulated from an individual’s personal
definition of counseling (Moss, Gibson, and Dollarhide, 2014). These dimensions highlight the ongoing struggle of school professional identity as it relates to the school counseling and the implementation of the ASCA National Model.

Leadership in School Counseling as it Relates to the ASCA Model

Although the history of counseling revealed there were competing professional identity constructs with school counseling (Conotti, 2014), the ASCA National Model supports the notion that school counselors should act as educational leaders whom incorporate the themes of leadership, advocacy, and collaboration to evoke systemic change (ASCA, 2012). In the scope of these themes, ASCA (2012) highlights leadership as the overarching skill all school counselors should possess. In addition, ASCA (2012) stated advocacy, collaboration, and the act of being a change agent encompasses leadership skills. Similarly, Mason and McMahon (2009) affirmed advocacy, collaboration, and systemic change involve leadership, hence, making leadership the foundational skill needed to implement a comprehensive program of school counseling.

In addition, leadership involves supporting academic achievement and student development, delivering an effective comprehensive school counseling program, promoting professional identity, and surpassing the challenging of role inconsistency (ASCA, 2012; Shillingford & Lambie, 2010). To accomplish these leadership standards school counselors are encouraged to perform these themes in settings such as the local school, the micro level, and the macro level (ASCA, 2012).

Even though principals assume the main leadership position in the local school building, school counselors must assume leadership roles to advocate for the academic success of all students (Wimberly & Brickman, 2014; Wingfield et al, 2010; Clemens,
Milsom, & Cashwell, 2009; Janson, Militello, & Kosine, 2008). In fact, ASCA (2012) stated school counselors are uniquely qualified to help students overcome barriers to learning and achievement. Knowledge of topics such as cultural diversity, consensus building, family dynamics, and the impact of poverty on learning support the leadership role of school counselors (Wimberly & Brickman 2014; ASCA, 2012; Stone & Clark, 2001).

According to ASCA (2012) advocacy through leadership is driven by collaboration. For example, in their leadership roles school counselors should engage with students through responsive services, student planning, and core curriculum. However, when school counselors move from working with students to acting on behalf of students the leadership role has extended to the micro level (ASCA, 2012). At this level collaboration might involve partnering with other helping agents (community agencies, businesses) to provide supports for student achievement and social, emotional, and developmental needs (Erford, 2011). Lastly, if the school counselor’s leadership roles bring them to acting on behalf of students they are operating at a macro level (ASCA, 2012). At this level, leadership and advocacy may result in collaboration with community groups, serving on district committees, and involvement with state, national, and professional associations (ASCA, 2012; Ratts & Hutchinson, 2009).

ASCA (2012) describes school counselors as change agents who utilize leadership, advocacy, and collaboration to evoke systemic change. Systemic change happens when unjust policies, procedures, and attitudes are changed to promote equity and access to educational opportunities for all students (ASCA, 2012). Since schools are a system, it is important to note that one occurrence within the system can impact the
entire environment (Wimberly & Brickman, 2014). As a result, school counselors are encouraged to view the system with the individual student in the center of the system and to examine the interconnectedness and interdependence of larger subsystems that affect the individual student such as school, family, community, and society (Erford, 2011). In turn, this view supports the premise that leadership, advocacy, and collaboration are key strategies that aid school counselors in creating local level, micro level, and macro level systemic change (ASCA, 2012).

Statement of the Problem

Due to the complexity of the 21st century, school counselors have a responsibility to attend to the numerous social, psychological and environmental factors in which students encounter on a daily basis (Griffin & Steen, 2011; Hardesty & Dillard, 1994; Coleman et al., 1966). According to Griffin and Steen (2011), these challenges could include an array of issues such as socioeconomic status, family distress, violence, and other scenarios that could impact student achievement. As educational leaders, school counselors are often charged with performing duties that do not align with counseling as specified by the ASCA National Model. Additionally, school counselors are expected to lead initiatives within the school that may help drive student achievement (ASCA, 2012).

In both the aforementioned scenarios, one might conclude that leadership skills would be warranted. In addition, school counselors must be cognizant of their professional identity, the impact it could have on their use of leadership skills, and the level of services they provide student clients. One might question whether a school counselor could effectively lead if he or she lacked the professional identity needed to embody adequate leadership skills. Hence, this quantitative study explored the interaction
between leadership skills and professional identity in school counseling. The succeeding research questions guided this study:

1. Are there differences between school counselors in training, practicing school counselors, and counselor educators on measures of professional identity (PISC) and leadership skills (SCLS)?
   a. Which counseling subgroup has a higher level of professional identity?
   b. Which counseling subgroup has a higher level of leadership skills?

2. Is there an interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators?

Hypothesis

This study investigated the relationship between professional identity and leadership skills. Accordingly, leadership skills are cultivated when counselors strengthen their own concept of counselor identity (Evans et al., 2011). Thus, this researcher hypothesized there was no significant difference between school counselor trainees, practicing school counselors, and counselor educators on professional identity and leadership skills.

In turn, the following null hypotheses were tested in this study:

Null Hypothesis 1: There is no significant interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators.

Null Hypothesis 2: There is no significant difference in professional identity among school counselors in training, practicing school counselors, and counselor educators.
Null Hypothesis 3: There is no significant difference in leadership skills among school counselors in training, practicing school counselors, and counselor educators.

Definition of Key Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study.

*American School Counselor Association (ASCA):* The school division of the American Counseling Association (ACA) that supports school counseling efforts. They are responsible for providing professional development, publications, resources, research, and advocacy efforts to school counselors (ASCA, 2012).

*ACSA National Model:* A framework for school counseling programs that outline the components of a comprehensive school counseling program (ASCA, 2012).

*The Council for Accreditation of Counseling and Related Educational Programs (CACREP):* A specialized accrediting body that assures graduate counseling programs both on-campus and online meet standards within the counseling profession (CACREP, 2016).

*Counselor educator:* Individuals responsible for the formation of counselor identity among new members of the counseling profession (Reiner, Dobmeier, & Hernandez, 2013; Calley & Hawley, 2008).

*Counselor professional identity:* “The integration of professional training with personal attributes in the context of professional community” (Gibson, Dollarhide, Moss, 2010, p. 21).

*Practicing school counselor:* Master’s level or higher practitioners who hold a certification/license in school counselor from their respective states (ASCA, 2012) that
demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs (CACREP, 2016).

School counseling leadership: “Supports academic achievement and student development, advances effective delivery of the comprehensive counseling program, promotes professional identify and overcomes challenges for role inconsistency” (ASCA, 2012, p.1, Shillingford and Lambie, 2010).

School counselor in training: Students who are preparing to specialize in P-12 school counseling and participating practicum (100 hours clinical experience) and internship (600 hours clinical experience) (CACREP, 2016).

Assumptions

It was assumed that participants in the study were certified/licensed school counselors, school counselors in training, and counselor educators. It was also assumed that participants answered truthfully and accurately to the questions on the instruments to the best of their individual abilities.

Limitations and Delimitations

There were several limitations to the study. One major limitation is that the research was only generalizable to school counselors in training and practicing school counselors in the southeastern states. While counselor educators were represented on a national level the sample size made the results less generalizable for that particular sub-group of counselors. Self-reporting, and administrations of online survey were noted as limitations.
The sample was delineated to school counselors in training that are enrolled in a school counseling mastered level or higher program, certified school counselors who currently work in K-12 settings, and counselor educators who serve as professors in counseling programs at CACREP and non-CACREP institutions. These populations were chosen because they represent the populace with whom the ASCA National Model provides a framework for. Additionally, retired school counselors and counselor educators will be delimited from the study.

Summary

This chapter introduced the study, which explored professional identity and professional leadership skills in school counseling trainees, practicing school counselors, and counselor educators. The rationale of the study was outlined and the significance was explored. In addition, research questions were introduced, definitions of variables were provided and the limitations and delimitations of the study were highlighted.

Chapter 2 contains a review of the literature on professional identity, leadership and school counselors. The review expands the conceptual framework to include professional identity development, professional identity models, leadership skills in school counseling, and distributive leadership.
CHAPTER TWO
REVIEW OF THE LITERATURE

This review of the literature will explore school counselor leadership, and professional identity among counselors in training, practicing school counselors, and counselor educators. Exploration of perceived leadership traits and professional identity allows for an identification of factors that contribute to the body of work surrounding the 21st century school counselor’s ability to lead, advocate, collaborate, and make changes that remove barriers to student achievement. This review of the literature will be divided into four sections that include a) professional identity development, b) professional identity models, c) leadership skills in school counseling, and d) distributive leadership.

Professional Identity

ACA has made strides to advance the profession of counseling. For example, Kaplan and Gladding (2011) reported that the ACA Oversight Committee recognized professional identity as a strategic area of need for the counseling profession (Kaplan & Gladding, 2011). As a result, the committee proposed that the professional identity of counselors could be stronger if all divisions of counseling presented themselves as one profession. These divisions included 30 organizations that reflected the membership, accreditation, and certification of professional counseling (Kaplan & Gladding, 2011). However, despite these efforts, the current body of knowledge surrounding professional identity is limited.
Professional Identity Development in Counselors

According to Gibson, Dollarhide, and Moss (2010), the themes of professional identity encompass self-labeling as a professional, integrating of skills and attitudes as a professional, and having a perception of context in a professional community. In a recent study, these researchers used the grounded theory approach to examine the professional identity development process of counselors in training through a constructivist lens (Gibson, Dollarhide, & Moss, 2010). Counselors in training were defined at four training levels (before course work, before practicum, before internship, and pre-graduation).

This qualitative research design specifically engaged school counseling students from Ohio State University, and marriage, family and couples (MFC) counseling students from the University of South Carolina.

Participants for the focus groups were selected from responses to an electronic mailing list. Of the 43 participants, 21 (60%) were from the Midwest school counseling program and 22 (40%) came from the southeast MFC program. Seven focus groups were conducted with four to eight participants in each group. The study included questions pertaining to individual definitions of counseling, definitions of professional identity, and prior and current professional identities. Subsequently, participants were asked to identify what they felt was needed to progress to their next level of professional identity, what they felt contributed most to their professional identity and why, what more they needed to learn, and how they will know if they are a professional counselor (Gibson et al., 2010).

Results of the study identified three transformational tasks that defined areas of development that constituted professional identity. Counselors in training from each
stage described professional identity through transformation tasks that included (a) definition of counseling, (b) responsibility for professional growth, and (c) transformation of systemic identity (Gibson, et al., 2010).

Definition of counseling. Definition of counseling was the first transformational task explored. Gibson et al., (2010) reported counselors in training on all levels reported that the public has a negative and uninformed perception of counseling. In addition, all counselors in training reported that the public does not differentiate between helping professionals such as counselor, therapist, psychiatrist or psychologist. More specifically, there were noted differences when examining definition of counseling among new, pre-internship, and pre-graduation counselors in training. New counselors in training definition of counseling aligned with expert definitions of the professions with emphasis on facilitating growth and building on client’s strengths. However, pre-internship and pre-graduation counselors in training defined counseling as a relationship between the client and counselor that focused on empowerment. Lastly, pre-graduation counselors in training expressed a sense of responsibility and awareness for empowering the client (Gibson, et al., 2010).

Responsibility for professional growth. Participants were asked to expound on past, current or future training experiences they perceived as meaningful to their professional identity development. Gibson et al. (2010) reported there was a strong reliance of external authorities to provide learning experiences and materials among new and pre-practicum counselors. Conversely, pre-internship and pre-graduation counselors in training reported they were individually responsible for meeting the needs to progress their own professional identities. Notably, the pre-internship and pre-graduation groups
reflected more internal initiation of learning goals such as flexible thinking, acceptance of
knowledge level, and resourcefulness. Hence, shifting the focus from reliance on others
to self-reliance and self-motivation relative to the development of professional identity
(Gibson et al., 2010).

Transformation to systemic identity. The third transformational tasks question
addressed how counselors in training received their professional identity in relation to
their professional community. Gibson et al. (2010) reported new and pre-practicum
counselors in training defined their professional identity in regard to their individual
skills, qualities, and obtainment of professional criteria such as certification, licensure, or
job title. Pre-internship and pre-graduation counselors in training displayed more
systemic thinking and reported their professional identities were integrated with the
professional counseling community where they contribute to the work of the profession.
This changes in perspective happens across time and experience for each of the
transformational task (Gibson et al., 2010).

Transformation process across time and experience. Gibson et al. (2010) also
reported that professional identity develops over time and begins with the process of
moving from external validation, through coursework, experience, and commitment, to
self-validation. Counselors in training at all levels reported the need for external
validation. More specifically, external validation was identified as a distinctive need for
new and pre-practicum counselors in training. However, pre-internship and pre-
graduation counselors reported the need occurred at times. New and pre-practicum
counselors in training also yielded a strong theme surrounding the need for reassurance
from colleagues, professors, supervisors, and other experts. This theme was rejected by
pre-internship and pre-graduation counselors and was replaced with a need for supervision in their practice. All level counselors in training reported professional identity was a transitional growth process (Gibson et al., 2010). Self-validation reportedly was obtained at the pre-internship and pre-graduation levels.

Prosek and Hurt (2014) also examined professional identity development of counselors in training. However, these researchers measured development with regards to demographic factors such as gender, ethnicity, and leadership roles. Using an email distribution list of CACREP accredited master’s level counseling programs the researchers sent invitation emails to 142 department heads and program coordinators requesting they distribute the survey to students enrolled in their programs. After a two-week time period, 161 novice and advanced counselor in training participants were identified. Based on CACREP regions, 18 counseling programs were represented. The programs included southern (12), north central (5), and western (1) regions. From this sample, 85 (52.8%) were novice counselors in training and 76 (47.2%) were advanced counselors in training.

Participants were administered an online assessment that addressed demographics such as age, gender, sexual orientation, race/ethnicity, enrollment status, clinical setting, caseload size, and an option question regarding clinical interests or specialty areas. Subsequently, the Professional Identity and Values Scale (PVIS) was used to measure whether scores on the instrument’s subscales differ between novice and advanced counselors. The PVIS is a 32-item measure of counselor professional identity development which includes Professional Orientation and Values (18 questions) and Professional Development (14 questions) subscales. The PVIS subscales represent
philosophical beliefs of the counseling profession such as advocacy, prevention, wellness perspective, social justice, and empowerment (Prosek & Hurt, 2014; Healey, Hays, & Fish, 2010). Additionally, the researchers sought to investigate whether there was a relationship between the stage of professional development and counselor in training status.

Results revealed a statistically significant mean difference existed between novice and advanced counselors in training in the areas of professional orientation and values and stages of professional development. These findings also revealed that advanced counselors in training were more likely than novice counselors in training to identify themselves as individuals who could apply counseling into practice. The authors concluded that their study supported the literature that surmises that professional identity begins in counseling training programs. In turn, their study also revealed that advanced counselors in training were identified as being further along in their personal and professional self-integration than previous qualitative studies on the subject revealed.

In a similar vein, Healey and Hays (2012) conducted a study on professional identity development that also utilized the PVIS. The purpose of this study was to investigate the influence societal defined gender roles have on an individual’s professional identity development, professional values, and reported engagement in professional activities. School counselors, community practitioners, and counselor educators from CACREP and non-CACREP (in review) accredited programs were used as participants.

Solicitation for participants were done via email along with mailings to the institutions. Additionally, contact was made to public schools, state mental health
agencies that accepted third party payments. A total of 472 participants reported their sex as either male or female during the online assessment with 92 (19%) indicating they were male and 380 (80%) indicating they were female. Demographic information revealed that the counseling experience of the participants included master’s level students, doctoral level students, practicing counselors, counselor educators, private practitioners, and school counselors.

The PVIS, which measures counseling philosophy, counselor values, and counselor identity development was one instrument used in this qualitative study. The second instrument, the Professional Identity and Engagement Scale (PIES) revised version was used to measure the beliefs and engagement of the participants. Descriptive discrimination analysis and regression analysis of the data gleamed from the study suggest identifying as male or female had a significant influence on professional identity development and agreement with counseling philosophy. Findings also revealed male participants have a greater sense of empowerment in the field, pursue more leadership positions, and receive more mentorship in the direction of leadership. Male participants also showed more agreement with engagement professional development subscale items than subscales items on beliefs and orientation. In the end, the researchers postulated male and female counselors might differ in the way they engage the profession as a result of valuing engaging activities differently.

Unlike other studies on professional development Moss, Gibson, and Dollarhide (2014) examined the process of professional identity development in practicing counselors specifically. The focus included investigating the professional identity development of beginning, experienced, and expert counselors across their career
lifespan. All the participants had experiences that contributed to the development of their professional identity. Therefore, the grounded theory qualitative approach utilized data such as a constant comparative method, use of researcher memo writing, and theoretical sampling.

The researchers were the primary instruments in the data collection process. To control for bias the researchers took field notes and wrote reflexive journals. Credibility was added to the study using multiple researchers. In the end, participants were afforded the opportunity to review the preliminary analysis and take part in member checking. Data was presented to participants who stated they would be available for follow-up questions via email.

Participants in the study were selected through stratified purposeful sampling. Using this method, school and community counselors with LPC and LPC intern credentials were invited to participate in the study. Participants were divided into groups based on years of experience such as 1-2, 5-15, and 20+ years. State and local school districts were solicited by mail to engage school counselors. Conversely, the researchers used the Department of Labor and Licensing and graduate contact information to engage the remaining participants. This procedure yielded 26 participants of which 15 were school counselors and 11 were community-based counselors. More specifically, the school counseling group consisted of four elementary school, six middle school, and five high school counselors. Whereas, the community based counselors group yielded four private practice counselors, one college counselor, two hospital-based counselors, and one each from a residential treatment center, a community college, a mental health center and an employee assistance program.
Results of the study revealed six themes influence professional identity development. Of the themes were (a) adjustment of expectations, (b) confidence and freedom, (c) separation versus integration, (d) experienced guide, (e) continuous learning, and (f) work with clients. Themes a, b, and c noted movement as counselors gained experience. Conversely, themes d, e, and f were reported as catalysts for the movement that took place. Transformational tasks for each group and career life stage were identified as (a) idealism towards realism, (b) burnout towards rejuvenation, and (c) compartmentalization towards congruency.

Adjustment to expectations. The participant’s perceptions of their experiences compared to the expectations of others revealed beginning counselors (1-2 years experience) reported reality was different from the role they had imagined. Beginning counselors also reported the actual work was different from graduate training in areas of independence, non-counseling duties, administrative tasks, and the amount of paperwork. Additionally, beginning counselors shared such duties interfered with the ability to provide counseling to clients. Similarly, experienced counselors (5-15 years experience) reported similar frustrations regarding expectations and were in need of rejuvenation. Expert counselors (20+ years of experience) expressed a sense of job dissatisfaction and reported feeling frustration surrounding the expectations of others as it relates to the role of the counselor (Moss, Gibson, & Dollarhide, 2014).

Confidence and freedom. Questions related to confidence and freedom focused on how participants felt as counselors and what they needed to progress to a higher level of professional identity. Beginning counselors reported doubts about abilities and expressed a desired to obtain more confidence. Experience counselors reported gaining confidence
and shared they felt free to recognize personal limitations. Expert counselors reported an increase in confidence and freedom. This group expressed they did not need to know everything but that having a network of people to support their practice and clients was important.

Separation versus integration. Questions in this theme focused on the separation and integration of the professional identity. Beginning counselors reported they separated work from their personal lives; expressing this was an ideal they learned in training. Experience counselors reported their professional and personal selves unified into one identity. Expert counselors described a congruency between their professional and personal identities that allowed them to recognize that personal experiences affected them professionally and that professional experiences impacted their personal lives.

Experienced guide. Results of the study directed specifically to guidance from an experienced counselor revealed that counselors at all levels felt mentorship and/or supervision were important factors that contributed to their professional development. Beginning counselors reported they looked to experience counselors to offer them validation, ideas, advice, and support. Experienced counselors expressed they valued peer supervision. They also reported that the supervision experience aided their professional development because they were able to gain knowledge from counselors with varying years of experience. Similarly, expert counselors reported that relationships with other counselors were important. More specifically, they reported that participating in mentorships aided in their counselor development.

Continuous learning. When asked about continuous learning counselors at all levels explained that lifelong learning experiences such as classes, conferences, and
trainings were ways to acquire professional knowledge. Beginning counselors reported feeling excited about the abundance of resource information provided to counselors. They viewed these resources as a factor that contributed to their professionalism. Experienced counselors expressed that continued learning was relevant to their counseling specialty and area of interest. Like the other groups in the study, expert counselors also reported that they supported continuous learning.

Work with clients. Counselors in all levels reported that working with clients contributed the most to their professional identity. For example, beginning counselors reported that working with clients allowed them to provide reinforcement and motivation. Experienced counselors also reported having a sense of pleasure from the growth of their clients. Success stories and termination processes were all noted as factors that helped counselors realize the difference they had made in the lives of their clients.

Another study examined the impact of continuous learning. Murdock, Stipanovic, and Lucas (2013) examined professional identity among counselors in training. The purpose of the study was to investigate whether the implementation of a co-mentoring program could aid in the development of professional identity for doctoral and master’s level students. The goal of the mentoring relationship for each master’s level counselors in training was to aid in professional identity development surrounding their future work as practitioners. Doctoral level counselors in training were provided with experiences that developed professional identity in the areas that supported their future work as faculty and/or clinical supervisors.

Purposive sampling technique was used to employ participants for the study. Participants were comprised of counselor educations students from a mid-sized university
in the western United States. The master’s level students reported no formal counseling training. Doctoral level students reported formal counseling experience ranging from two to 20+ years in settings such as schools, mental health agencies, private practices, etc. A total of 28 counselors in training participated in the study resulting in 16 master’s level students being mentored by 12 doctoral level students.

The researchers used of individual interviews, focus groups, questionnaires, and letters to obtain the data for this qualitative study. Participants were required to have face-to-face meetings and to incorporate letter/email writing as a tool. Master’s level students were interviewed in focus groups and doctoral levels students participated in individual interview sessions. Member validation of themes and triangulation were used to increase the trustworthiness of the study.

Various themes emerged from the study. Themes derived from doctoral level participants revealed that professional development, mentoring, giving back, and developing collegial relationship and friendships were dominant and reoccurring. Responses from master’s level counselor in training participants revealed strong themes such as professional identity, personal growth, and culture. Thus, professional identity development was found to be a consistent theme between both master’s and doctoral level participants.

Models of Professional Identity

A review of recent literature on the topic of professional identity and models of counseling revealed limited results. Despite this limitation, three models were found that spoke specifically to the professional identity of helping professionals. The emphases
found among these models included professional identity expression, models of clinical supervision, and the measurement of professional identity.

Expression of Professional Identity (PIE)

Burholder (2012) provided the first ideal, which is known as the model of Professional Identity Expression (PIE). It provided mental health counselors, and counseling students with a model that would help them conceptualize, contextualize, and express their professional identity. With it, counselors were offered an integrated model that merged elements of Boyer’s work on scholarship and professoriate with elements of intentionality (Burholder, 2012).

In the first element, Boyer affirmed that the definition of scholarship should be expanded to include four components (types of expressions): application, discovery, teaching, and integration (Burholder, 2012; Owen, 2009). Each component was explained by exploring its purpose and mental health activities that aligned with each type of expression. For example, application was described as a movement towards engagement where mental health practitioners apply their knowledge to significant problems. Activities that align with this expression were clinical practice, consultation, supervision, and advocacy. The second component, discovery was defined as the production of disciplinary knowledge. With this, research, assessments, and publications were identified as examples. The third type of expression was teaching and it included activities such as adjunct assignments, workshops, and clinical practice. The fourth component was identified as integration. The purpose of this final expression was to link knowledge from different disciplines. Examples of activities for integration included
interpersonal collaborations and connecting knowledge obtained from counseling with other disciplines.

The second element of the integrated PIE model focused on intentionality. Burholder (2012) reported intentionality is defined as displaying purposeful behavior towards some conscious outcome. In fact, this researcher goes on to report that practical intentionality within the mental health arena encompasses a therapist’s rationale for choosing a specific behavior, manner of response, technique, or intervention (Burholder, 2012, Stiles et al., 1996). Moreover, it was reported that professional identity is best expressed when mental health counselors do so intentionally. This intent is best applied to professional identity through conceptualization, contextualization, and expression (Burholder, 2012).

The integration of the elements became the basis for the PIE model. It was designed to help mental health counselors and counselors in training at all levels of experience and competence express their professional identity. The model adopted two modes of expression: operationalizing the expression process and broadening the expression of choices perceived by mental health counselors and students (Burholder, 2012). Its cumulative approach is guided by intentionality in a linear path.

The first level of the model focuses on professional identity and includes personal attributes and professional training. It flows downward to the second level that speaks to conceptualizing an awareness and understanding of one’s professional identity. Reflections were described as intentional actions that help support the conceptualization process. The third phase, contextualization encompasses the environments in which professional identity could be expressed. Expression is the fourth level. Here mental
counselors develop an intentional representation of what professional identity might look like for them. Lastly, the model offers mental health counselors four professional behavior categories in which they might express their professional identity. In the end, mental health counselors could express their professional identity through application, discovery, teaching, and integration.

Although the researcher reported there were no studies that examined how professional identity is actually expressed (Burholder, 2012) they stated the PIE model assisted mental health counselors with their awareness of professional identity. It provided mental health counselors with diverse ways of expressing their professional identity in a counseling career. Furthermore, future implications offered suggestions for use with counselor educators, clinical supervisors and consultants. It was suggested that counselor educators introduce the model as a part of counselor orientation and field placement courses. Subsequently, it was suggested that the model could be used as way to keep supervisees and counselor trainees distinctly engaged in the counseling profession (Burholder, 2012).

Models of Supervision for Shaping Professional Identity

Kaufman and Schwartz (2003) identified and evaluated six models of supervision for the training and the development of professional identity in school psychologists. The researchers explored psychodynamic, cognitive/behavioral, developmental, integrated and systems approach supervision models. Overall, the goal of the content analysis was to evaluate the relevance of these models in a school base practice and the contributions to the development of professional identity.
Psychodynamic models of supervision were found to be beneficial because certain elements of the model contributed to professional identity growth. More specifically, the psychodynamic supervisory approach was found to teach and model client/counselor relationship. Hence, Kaufman and Schwartz (2003) reported that having an understanding of causality, process, and self-reflection may contribute to the development of a positive and effective professional identity.

Cognitive behavioral models, on the other hand, were shown to contribute to professional identity in a different way. They contributed to the knowledge and skill development of trainees through the development of expectation, behavioral measures, and evaluation. As a result, a trainee’s confidence in their ability to provide professional services is enhanced through their awareness of the supervision process, the techniques they incorporated, and to produce change. All these factors that are emphasized in the cognitive/behavioral model contribute to the professional identity development of supervisees.

As previously stated, the foundation of professional identity is continuous growth and development within a certified context (Moss et al., 2014). This concept is captured within the developmental models of supervision. For example, Kaufman and Schwartz (2003) reported that the primary assumption of the developmental model is on-going growth. In addition, they go on to say that learning, as a life-long process is the second assumption of developmental models. Thus, counselor trainees will be afforded the opportunity to grow and develop in the areas of confidence and autonomy, which will lead to an enriched professional identity (Kaufman & Schwartz, 2003).
Kaufman and Schwartz (2003) reported integrated models of supervision are noted for their eclectic nature. Their integrated, multiple orientation approach offers instruction, modeling, practice, and feedback as essential components of the supervisory relationship. As a result, supervisors are required to provide ongoing evaluations and communication to the trainee as it relates to the growth of professional skills. Despite the use of one or multiple models of supervision, the relationship between the supervisor and supervisee is important to the facilitation of professional and personal growth (Kaufman & Schwartz, 2003).

The systems approach views supervisees as part of a larger context (Curtis & Yager, 1981). These models of supervision promote professional identity through the repetitive process of collaboration where there is directional focus, stages for progress and a time frame for goal attainment (Kaufman & Schwartz, 2003). Hence, system models highlight the awareness and the complexity of the supervisory relationship. Such a complexity broadens the framework of the trainee’s work, role, and function; which in turn broadens their professional identity (Kaufman & Schwartz, 2003).

The authors concluded, that developmental models serve as an umbrella theory of supervision for professional identity. This position was supported by the notion that developmental models place emphasis on the unfolding of personal and skill development. In the end, the authors affirmed that development models govern all that we do and that effective supervisors should become aware of the developmental stages trainees negotiate. This awareness will allow them to support the growth process and identity development stages of their supervisees.
Professional Identity Scale in Counseling

Woo and Henfield (2015) developed a professional identity scale in counseling (PISC). The purpose of the scale was to construct a reliable and valid scale that could measure professional identity of counseling professionals across sub-specialties and sub-populations. Within the study, professional identity was defined as a “state of mind that categorizes an individual as a member of a selected professional and develops over time” (Woo, 2015, p. 46). In addition, professional identity was reported to include (a) knowledge of the profession and its philosophy, (b) understanding of professional roles, (c) attitudes regarding the profession and oneself, (d) engagement behaviors, and (e) professional interactions.

The participants in the study included 371 master’s level counselors in training, doctoral level counseling students, counseling practitioners at the master’s and doctoral levels, and/or counselor educators. To recruit participants, an email announcement was sent to counselors on the membership directories of the American Counseling Association (ACA) Counsgrads, the Counselor Educator and Supervision Network (CESNET-L), and the American School Counselor Association (ASCA). Of the participants, 77.1% were female and 22.9% were male. The age range of the sample spanned from 21 – 66 years. As it relates to ethnicity, the participants self-reported that 78.44% identified as White/Caucasian, 6.84% as Hispanic, 5.66% as Black/African American, 2.7% as Asian American, 2.16% as Asian/Pacific Islander, .54% as Arab American, .27% as Jewish, and 2.5% as Multi-racial.

This quantitative study utilized exploratory factor analysis to examine the difference between groups. Participants were placed at different points on the continuum
of professional identity using subject-centered scales derived from the PISC. PISC is a 53-item instrument that uses a six-point Likert Scale and measures six factors (a) engagement behaviors, (b) knowledge of the profession, (c) professional roles and expertise, (d) attitude, (e) philosophy of the profession, and (f) professional values. The reliability of the instrument was supported by moderate to high Cronbach’s alpha in five of six subscales: Engaging behaviors (a=0.884), knowledge of the profession (a=.879), professional roles and expertise (a=.804), Attitude (a=.818), professional values (a=.717). The sixth subscale, professional values, had low reliability (a=0.44). Validity tests supported convergent validity on all sub-scales of the PISC. Results of the study also revealed the composite score of participants differed among groups. More specifically, doctoral level students and counselor educators rated items on PISC significantly higher than master’s level counseling professionals. Such responses indicated stronger perceived professional identity among doctoral level counseling professionals.

Leadership in School Counseling

Wimberly and Brickman (2014) reported that the role of the school counselor is relatively new when compared to other professions in the school system such as teacher and principal. In addition, these researchers reported that the role of the school counselor continuously evolves to address social, political and economic demands (Wimberly & Brickman, 2014). Similarly, Briggs, Stanton, and Gilligan (2009) reported that as the role of the school counselor evolves, the issue of leadership should be a focus in the literature. As a result, school counselor values and leadership practices, leadership behaviors, and leadership themes will be reviewed.
Counselor Values and Leadership Practices

Shillingford and Lambie (2010) sought to explore the influences of the internal motivations (values) and leadership practices related to school counselors. The researchers desired to add to existing literature by providing implications for improving program delivery within the school counseling profession. Lastly, the goal of the study was to test the structural equation model (SEM) to analyze values and practices that contribute to the counseling program service delivery.

The participants in the study were chosen via a stratified sampling technique and were comprised of school counselors from the state of Florida. A random sampling technique was used to ensure each school level (elementary, middle, high) had participants in the study. Participants were solicited from the Florida Department of Education database where certified and practicing school counselors were randomly selected.

Invitations to participate were sent electronically through by email to 718 school counselors. A link to the survey packet was enclosed in the email. The packet included a demographic questionnaire, three instruments and an informed consent. The multiple contract method was used to increase response rates (Dillman, Smyth, & Christian, 2008). The method involved sending thank you email approximately one week after the initial invitation email went out. The email served as a thank you to those who participated and a reminder for those who might have still been interested in participating. This method was done for two subsequent weeks at one-week intervals with a final thank you email to all who participated.
Variables investigated in the study were values, leadership practices and program service delivery. The instruments in the study included the Schwartz Value Survey, The Leadership Practices Inventory, the School Counselor Activity Rating Scale (SCARS). The Schwartz Value survey is a 57-item instrument, scored a 9-point Likert scale with questions aligned to the 10 value domains: achievement, power, security, conformity, tradition, benevolence, universalism, self-direction, stimulation, and hedonism. In addition, the 10 values were categorized into four dimensions: open to change (stimulation and self-direction), self-transcendence (universalism and benevolence), conservatism (conformity, tradition, and security), and self-enhancement (power and achievement).

The Leadership Practices Inventory is a 3-item instrument that uses a 10-point Likert scale and includes five factors such as challenging the process, modeling the way, inspiring a shared vision, enabling others to act, and encouraging the heart. Participants had the task of reporting their level of involvement in the five leadership practices. Higher scores on the scale indicated more frequent leadership. On the other hand, The School Counselor Activity Rating Scale consists of 48-items on a 5-point Likert scale. The 48 items are categorized into five subscales: counseling, consultation, curriculum, coordination and other services. Participants indicated their frequency in the five subscales. All three instruments were reported to have a strong internal reliability and validity.

Results of the study indicated that values did not contribute to program service delivery. Secondary findings revealed that most school counselor leadership practices focused more on enabling and encouraging others and less on challenging and inspiring
the vision of their school counseling program. Interestingly, the study indicated that the leadership practices school counselors engage in most and were most comfortable with were contrary to leadership practices that have been found to promote services delivery of school counseling programs.

Mason and McMahon (2009) also conducted a study on leadership practices. More specifically, these researchers sought to investigate the general leadership practices of school counselors and to examine the relationship between personal and professional variables and leadership practices among the same population. Personal and professional variables were defined as age, gender, professional training, experience, or school setting.

Three hundred and five school counselors made up the participant sample of this study. Participants were recruited using convenience sampling from a southeastern state in the United States. Sampling was done during the state’s school counseling conference and through representative of the state school counseling association. Inclusionary factors included participants who were employed in primary, elementary, middle, high or an alternative school setting. In addition, participants who at least held a master’s degree or an add-on in school counseling were included.

A demographic survey and the Leadership Practices Inventory Self Instrument, 3rd Ed. (LPI) served as the instruments for the study. The demographic questionnaire consisted of 13 items and participants were asked to report their age, gender, ethnicity, education, training, school setting, years of experiences and whether or not their program of study was CACREP and if their training was based on the ASCA National Model. Conversely, the LPI has five subscales: Model the way, Inspire a Shared Vision,
Challenging the Process, Enable Others to Act, and Encourage the Heart. Participants were asked to rate items on a 10-point Likert scale.

After reviewing 305 surveys that met the eligibility criteria, the author’s concluded that older counselors with more experience and longer terms in their schools self-reported higher than their younger, less experienced school counseling colleagues. Age was a predictor factor for all leadership practices except Model the Way. There was a significant negative relationship between the ASCA National Model training and the Model the Way, and Enable Others to Act subscales.

Similarly, Young and Bryan (2015) sought out to explore the leadership practices of school counselors. The purpose of the study was to design an instrument that was specific to school counselor leadership and one that could assess school counselors’ and school counseling supervisors’ beliefs about their leadership practices. A threefold process that included focus groups, a pilot study, and a validation study were used to complete the factor analysis and construct validity process to develop the School Counselor Leadership Survey (SCLS). Using focus group participant notes and recordings from 24 participants, the authors developed a list of 43 items that represented behavioral characteristics and practices needed for school counselor leadership. These items were measured on a 7-point Likert scale ranging from never (1) to always (7).

The second part of the instrument development included the item analysis. Using convenience sampling, the researchers conducted a pilot study to evaluate the 43 items. Surveys were distributed during two professional development trainings for large suburban school districts. The pilot studies included 151 participants which included school counselors, state administrators, and graduate student participants. School
counselors made up 94% of the sample and every level was represented. As a result of four items being removed during the pilot study, the researchers proceeded to examine 39 items during the validation study.

The third stage of the instrument development process was the validation study. Stratified sampling of school counselors and school counselor supervisors who were members of ASCA yielded a split sample population of 801 participants. The sample was comprised of practicing school counselors and supervisors from each level. ANOVA was used to examine the difference of leadership factors by level (elementary, middle, high, multi-level, school counselor supervisors, and those who did not report level). Additionally, ANOVA was used to compare differences among elementary, middle, and high school counselors alone. Lastly, ANOVA was used to compare difference among locals (urban, rural, suburban).

Results of the study revealed the authors retained a total of 32 items. Five factors were identified and deemed reliable for the instrument: (a) Interpersonal Influence, (b) Systemic Collaboration, (c) Resourceful Problem Solving, (d) Professional Efficacy, and (e) Social Justice Advocacy. Interpersonal Influence yielded a Cronbach’s alpha of .84 and highlighted perceptions about practices that influence colleagues and promote instructional vision and share innovative ideas. Subsequently, this factor also dealt with motivation and building relationships to promote positive change. Systemic Collaboration yielded a Cronbach’s alpha of .87 and reflects how an individual works with stakeholders to implement new programs that have systemic impact. Resourceful Problem Solving resulted in a Cronbach’s alpha of .89 and this factor assessed perceptions related to researching innovative methods that support advocacy, student achievement, and problem
solving related to accomplishing goals. In addition, this factor captured the individual’s perceived ability to secure resources that will aid them in promoting change, exceeding expectations, and remaining goal oriented. *Professional Efficacy* yielded a Cronbach’s alpha of .86 and measured an individual’s belief in their ability to lead and affect positive change. *Social Justice* resulted in a Cronbach’s alpha of .82 and measured an individual’s perception of their ability to advocate and their willingness to respond to social justice issues.

Group differences on leadership factors were explored to determine validity. The results revealed that school counselor supervisors scored significantly higher on all leadership factors than elementary, high, and those who did not report their level. Supervisors also scored significantly higher than middle school counselors on leadership factors except for Resourceful Problem Solving where no mean difference existed between them. In addition, supervisors scored significantly higher than multilevel school counselors on Systemic Collaboration and Social Justice Advocacy. However, there was no mean difference between the two groups on the other three factors. When comparing differences among school counselors only, high school counselors scored significantly higher than elementary and middle on Social Justice Advocacy. Also, Social Justice Advocacy was the factor in which school counselors and school counselor supervisors in urban locations reported higher scores.

**Leadership Behaviors**

Janson (2009) conducted a study that specifically investigated the self-perceived leadership behaviors of high school counselors. The study’s goal was to build on the existing literature and to present a study that subjectively included the voices of
practicing counselors. In lieu of random sampling, the researchers utilized the Q methodology where participants have the status of variables. Forty-nine participants made of the Q sample. Years of counseling experience ranged from 5 or less years to more than 16 years of experience.

The forty-nine participants sorted leadership behavior statements using a forced quasi-normal distribution; the statements were printed on small cards. Distributions varied from “least representative of leadership behavior in school” to “most representative of leadership behavior in school” (Janson, 2009, p. 90). In addition, the researchers selected three and four factor rotations that were used for comparison. The four-factor rotation was deemed more satisfactory than the three-factor rotation.

The four-factor rotation analysis revealed four viewpoints of high school counselors and their perceived leadership behaviors. Accounting for 45% of the variance the four factors included a) Self-focused and Reflective Exemplar, b) Ancillary School Counseling Program c) Manager, Engaging Systems Change Agent, and d) Empathetic Resource Broker. Factor A accounted for the highest number of variance (16%) in the study. Factor B had the second highest variance with 13%. Factor D accounted for 9% and Factor C accounted for 7% of the explained variance.

Viewpoints of high school counselors were found to be similar and different on various accounts. For example, similarities were found on issues surrounding the importance of performing transitional counseling duties. However, differences were found in with a few behaviors associated with systemic change. In the end, high school counselors reported that skillfully extended leadership practices helped them establish the
credibility and professionalism needed for them to be viewed as leaders by others in the school.

School Counseling Leadership Themes

Dollarhide, Gibson, and Saginak (2008) conducted a yearlong qualitative study to engage new counselors in leadership. Participants volunteered and were solicited through email invitations. The study involved five school counselors (4 female, 1 male) who agreed to be interviewed bimonthly or monthly. It is important to note that none of the counselors had any training in leadership.

During the interviews, phenomenological interview techniques were used. Questions were planned in advance and designed to encourage participants to reflect on their reactions to leadership activities experienced over the last month. Interviews were conducted by phone. Detailed notes were taken and later transcribed by the interviewer. In the end, participants had the opportunity to review, amend, and approve the transcript prior to it being added to the data pool.

Data analysis involved open coding, axial coding, and process coding through repeated cycles of coding and dialogue. This method allowed the researchers to examined threads of meaning embedded that were identified as themes. Triangulation was used to increase generalizability. Extending the study over the course of a year maximized dependability and conformability was attained to allow one researcher’s objectivity with the data and to offer a consensus as it relates to the themes.

Results of the study were grouped on the basis of outcome or self-defined leadership success. Three of the five participants (who completed the full year of the study) self-reported they had met their goal for the year and had experienced successful
leadership experiences. The fourth participant (who competed the full year of the study) reported she did not meet her goal and did not feel like she had successful leadership experiences. The fifth participant stopped the study after 6 months. However, before leaving, the participant did not meet her goal and did not deem herself as having a successful leadership experience.

Results of the study were grouped by themes. The commonalities within the study were leadership attitudes, goals, external conditions, reactions to resistance, and biggest challenges. Participant reports revealed clear differences in the experiences of those who successful and those were did not feel they had successful leadership experiences. The major difference was that those who were successful took responsibility for leadership, set clear and focused goals all while self-defining their role as a counselor. In addition, those who were responsible collaborated to secure support from others, grew from resistance, and possessed a willingness to expand their leadership skills. On the contrary, the experiences of those who were unsuccessful were attributed to lack of responsibility for action as a leader, ownership of district level goals which they did not have access or control. Additionally, the unsuccessful counselors did not maximize systems of support, did not expand their leadership skills and held other defined roles as a counselor.

Distributed Leadership

School Counselor-Principal Relationship

ASCA (2012) posit that school counselors are educational leaders that are uniquely qualified to assist students in removing barriers to learning. Additionally, ASCA’s National Model Framework suggests that school counselor leadership should
involve collaboration with stakeholders (ASCA, 2012). Young and Kneale (2013) identified the relationship between the principal and school counselor as a noted collaboration that impacts school counselor leadership. In addition, it has been noted that principals and school counselors are uniquely positioned and have a shared responsibility to identify global issues, which could affect student achievement and impact the school climate (Young & Kneale, 2013; Stone & Clark, 2001). This shared or distributed leadership approach involves leadership being stretched across multiple leaders (Janson, Stone, & Clark, 2009) that makes decisions collaboratively with input from stakeholders (Chen-Hayes, Ockerman, & Mason (2014).

Janson, Militello, and Kosine (2008) conducted a Q-methodology study to identify and describe the viewpoints of school counselors and principals as it relates their professional relationship. The study included 39 school counselors and principal from elementary and secondary levels. Of the 39 participants, 22 were school counselors and the remaining 17 were school principals with 20 females and 19 males. Ethnicity, race, and years of experience varied amongst the participants. Opinion statements were collected via interviews and yielded four principal counselor viewpoints. The four factors were coined: (a) working alliance, (b) impediments to alliance, (c) shared leadership, and (d) purposeful collaboration.

The study results revealed working alliance (expressions of acknowledgment, trust and open communication) had the highest variance among the factors with 32% of participants emphasizing that the principal should acknowledge the expertise of the school counselor. Impediments of alliance (lacking communication, involvement, and an understanding of one another’s professional goals) revealed a variance of 9%. Participant
statements suggested that principals and counselors do not collaborate on matters of instructional or organizational practices. *Shared leadership* (school leadership involves school counselors) reportedly yielded 11% of the variance in the study. Participant statements revealed a belief that the principal should support the school counselor in developing a leadership role in the school. In addition, the shared leadership viewpoint was supported by statements that suggest the principal-school counselor relationship should be based on collaborations, trust, and open communication. The fourth factor, *Purposeful Collaboration* (focused and ongoing collaboration) explained 8% of the variance in the study. Statements from participants emphasized collaboration that involved the principal and the school counselor working together to develop programs that benefit struggling students. The researchers concluded that school counselors will move towards leadership in schools when they engage principals in discussions about their appropriate role and functions, and when principals ready themselves to work collaboratively with school counselors.

Clemens, Milson, and Cashwell (2009) also conducted a study that examined the relationship between principals and school counselors using the leader-member exchange theory. The purpose of the study was to measure the relevance leader-member theory as the foundation for explaining the differences among school counselor outcomes such as role definition, job satisfaction, and turnover intentions. Using a cluster sampling technique to solicit school counselors from three southeastern states the researchers randomly compiled a participant group of 188 school counselors. Of the participants, 161 were female and 27 were male ranging in age from 23 to 73 years. The ethnicity/racial
make up of the sample population was majority Caucasian (159) with 25 identifying as Black/African American and one individual identifying as Hispanic.

Eight research instruments were used for the study. The instruments included: (a) Leader-Member Exchange Seven-Member Version, (b) School Counselor Advocacy Questionnaire, (c) Principals’ Decision-Sharing Item Set, (d) School Counseling Program Implementation Survey, (e) School Counseling Activities Discrepancy Scale, (f) Program Implementation Discrepancy Variable, (g) Job Satisfaction Item Set, and (h) the Turnover Intentions Item Set. Results of the study revealed directional path coefficients, which indicated that when school counselors perceive the principal relationship as strong there is a narrower discrepancy between beliefs and program implementation. Additionally, school counselors who reported stronger relationships also reported using more advocacy skills.

Principal shared decision-making was highly correlated (r = .82) with principal-counselor relationship. However, school counselors in the study did not differentiate between the quality of the principal-counselor relationship and the sharing of relevant decisions. The variances in job satisfaction (49%) and turnover intentions (20%) were directly affected by the quality of the principal-school counselor relationship. In the end, study findings suggest that school counselors who have an effective and quality relationship with their principals, such as relationships that are supported by leader-member exchange (superior-subordinate relationship) will have fewer barriers to overcome before engaging in desired leadership roles and behaviors.
Summary

The review of literature associated with professional identity and leadership yielded varying results. Professional identity studies suggest that professional identity development begins as early with counselors in training and as early as graduate programs and develops over a career lifespan. Additionally, leadership studies suggest outside factors impact leadership such as self-perception and stakeholder relationships. However, there were noted in gaps in recent literature as it relates to professional identity and leadership specifically in school counseling. Chapter 3 outlines the methodology and provides a description of the research hypothesis, participants, research design, instrumentation, procedures and statistical analysis.
CHAPTER THREE
METHODOLOGY

The methods chapter will be divided into five subsections. First, there will be a description of the research question and hypotheses. Following, there will be a description of the participants. Third, the psychometric properties of the instruments will be described. The Professional Identity Counselor Scale (PICS) will be used to measure professional identity of counselors. The School Counselor Leadership Scale (SCLS) will be used to measure leadership among school counselors on five dimensions. Fourth, procedures will be described about how the data will be collected. Lastly, the statistical process that will be used to analyze the data will be discussed.

Research Question and Hypotheses

This quantitative research study addressed the questions: (a) Are there differences between school counselors in training, practicing school counselors, and counselor educators on measures of professional identity (PISC) and leadership skills (SCLS)?; (b) Which counseling subgroup has a higher level of professional identity?; (c) Which counseling subgroup has a higher level of leadership skills?; (d) Is there an interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators?

As a result, the following null hypotheses were tested in this study:
\textbf{Null Hypothesis 1:} There is no significant interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators.

\textbf{Null Hypothesis 2:} There is no significant difference in professional identity among school counselors in training, practicing school counselors, and counselor educators.

\textbf{Null Hypothesis 3:} There is no significant difference in leadership skills among school counselors in training, practicing school counselors, and counselor educators.

\textbf{Participants}

The participant pool for this study was comprised of school counselors in training, practicing school counselors, and counselor educators. The total sample for this study consisted of 58 participants. The participant demographic information included age, gender, ethnicity, highest level of education, and experience level (trainee, practicing, counselor educator). Purposive sampling techniques were used to obtain participants. Participants were solicited via membership listservs from school counselor associations in the southeastern region and from the Counselor Education and Supervisions Network (CESNET). Retired school counselors or retired counselor educators were eliminated from the study.

\textbf{Instrumentation}

The review of literature revealed that the PISC is a valid and reliable instrument that is effective in measuring professional identity in counselors. The review of literature also supported the notion that the SCLS is an effective instrument in measuring leadership skills in school counselors. The researcher in this study used three instruments. A demographic questionnaire, The Professional Identity Scale of Counseling (PISC), and
the School Counselor Leadership Survey (SCLS) was administered to each participant in the sample. Information obtained from the demographic questionnaire included age, gender, ethnicity, highest level of education, years of experience, and counselor type.

The Professional Identity Scale of Counseling (PISC)

The Professional Identity Scale of Counseling (PISC) (Woo & Henfield, 2015) is an instrument that measures the professional identity of counseling professionals across sub-specialties and sub-populations. The 53-item instruments that measure six factors of professional identity: (a) engagement behaviors, (b) knowledge of the profession, (c) professional roles and expertise, (d) attitude, (e) philosophy of the profession, and (f) professional values. Woo and Henfield (2015) reported the first factor, Engaging behaviors measures ones’ ability to perform professional actions and activities of the profession. The second factor, Knowledge of the Profession denotes an individual’s knowledge of the counseling history, standards, associations, and professional credentials, certifications, and journals. Factor three, Attitude measured one’s perspective towards the profession and the relationship the individual has with the profession. The fourth factor, Professional Roles and Expertise measures knowledge various counseling roles such as counselor, educator, supervisor, and consultant. In addition, the factor measured if an individual was aware of appropriate services that should be provided in the various counseling settings. Factor five, Philosophy of the Profession assessed if an individual agrees with the belief system that supports the counseling profession and sets it apart from other mental health professions. Due to an upload error factor six, Professional Values was not reported in this study. Participants used a 6-point Likert
School Counselor Leadership Scale (SCLS)

The School Counselor Leadership Survey (SCLS) (Young & Bryan, 2015) is a 39-item survey that assesses leadership on five dimensions: interpersonal influence, systemic collaboration, resourceful problem solving, professional efficacy and social justice advocacy. According to Young and Bryan (2015) the first dimension, interpersonal influence captures the perceptions of the participants as it relates to practices that influence their colleagues to promote an instructional vision and ability to share innovative ideas. The factor also measured the participants’ ability to motivate others and promote positive change though collaboration. The second dimension, systemic collaboration reflects the participants’ ability to work with stakeholders and implement programs to address systemic change. Resourceful problem solving assesses the school counselors’ and supervisors’ perceptions about using innovative methods to advocate for positive change, promote student achievement, and solve problems to accomplish goals. In addition, this factor also measures school counselors’ and supervisors’ perceived ability to secure resources. The fourth dimension, professional efficacy measures a participants’ belief in his or her ability to lead. The final dimension, social justice advocacy measures the respondents’ perception of being an advocate for all students. Participants used a 7-point Likert scale format ranging from 1 = never to 7 = always to respond to items.
Procedures and Data Collection

After receiving IRB approval (Appendix J), data collection for the study began. The study was announced in an electronic email that was sent to registered members of school counseling associations in four southeastern states. In addition, invites were sent to members of CESNET listservs (Appendix G). The email described the study as an examination of the interaction between professional identity and leadership skills. Individuals interested in participating in the study were directed to a weblink where they could access the online instruments. Participants were first directed to an informed consent (Appendix I), which outlined the purpose of the study. Participants who agreed to participate in the study were given online access to three instruments, which included: a short demographic questionnaire, the PISC, and the SCLS. No identifying information was collected. The study was conducted over the span of three months. Periodic reminder emails were sent to all members of the listservs encouraging participation in the study.

Statistical Analysis

For the two research questions and corresponding hypotheses, a 2x3 multivariate analysis of variance (MANOVA) was conducted. The dependent variables for this study are professional identity and leadership. The independent variable for the study is counselor type, which is categorical in nature and has three levels (school counselors in training, practicing school counselors, and counselor educators). Results of all statistical testing are illustrated using descriptive statistics, which will include mean, standard deviation, frequency tables, percentages, and graphs.
Summary

Chapter three provided a description of the methodology used to conduct the study. The research questions and hypotheses were discussed. Additionally, participants, instrumentation, procedures, data analysis, and statistical analysis were examined. Chapter four includes the results of the data analysis in two parts: descriptive statistics and inferential statistics.
CHAPTER FOUR

RESULTS

The purpose of the study was to determine if there was an interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. This chapter describes and summaries the statistical analyses and hypothesis established in the previous chapters. The results of this study are presented in two sections. The first section includes descriptive statistics, trends from the sample, and a report on the mean scores from the PISC and SCLS. The second section, inferential statistics, reports relevant analysis for each of the null hypotheses that derived from the results of the multivariate analysis of variance (MANOVA). A summary concludes the chapter.

Descriptive Statistics

The participants were recruited utilizing the purposive sampling technique. While 104 participants agreed to take the study, 46 were removed from the data set due to not completing both instruments. The sample for this study consisted of a total of 58 participants who were recruited from a national counselor educator arena and four southeastern school counseling arenas. Of the 58 participants, 48 (82.8%) were female and ten (17.2%) were male.

This sample consisted of six (10.3%) school counselors in training, 41 (70.7%) practicing school counselors, and nine (15.5%) counselor educators. Two (3.4%) participants did not self-report a response to the question regarding their primary
counseling role. Of the total sample (N=58), the years of experience ranged from zero to over twenty years of experience. Table 1 reflects participants’ years of experience.

Table 1

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 2 years</td>
<td>11</td>
<td>19.0</td>
</tr>
<tr>
<td>3 - 5 years</td>
<td>14</td>
<td>24.1</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>14</td>
<td>24.1</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>8</td>
<td>13.8</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>6</td>
<td>10.3</td>
</tr>
<tr>
<td>20 + years</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>

Descriptive statistics for participants’ experience divided by level and school type are presented in Tables 2 and 3.

Table 2

<table>
<thead>
<tr>
<th>School Level</th>
<th>Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school counselor</td>
<td>22</td>
<td>37.9</td>
</tr>
<tr>
<td>Middle school counselor</td>
<td>9</td>
<td>15.5</td>
</tr>
<tr>
<td>High school counselor</td>
<td>8</td>
<td>13.8</td>
</tr>
<tr>
<td>District school counselor supervisor</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>State school counselor supervisor</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Missing</td>
<td>14</td>
<td>24.1</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>
The succeeding descriptive statistics will illustrate and explain information regarding the dependent variables (professional identity and leadership skills) as measured on the PISC and SCLS. The PISC was used to measure five factors of professional identity (engagement behaviors, knowledge of the profession, attitude, professional roles and expertise, and philosophy of the profession). Participants used a 6-point Likert scale ranging from 1 = strongly disagree to 6 = strongly agree to respond to items. The Engaging Behavior factor indicated that school counselors in training had a mean score of 63.79 with a standard deviation of 5.7. Practicing school counselors had a mean score of 69.0 with a standard deviation of 12.5 and counselor educators had a mean score of 70.5 with a standard deviation of 10.6. Knowledge of the Profession factor yielded a mean score of 53.0 with a standard deviation of 6.0 for school counselors in training. Practicing school counselors had a mean score of 51.0 with a standard deviation of 6.7. Counselor educators had a mean score of 51.5 with a standard deviation of 5.4. The Attitude factor showed that school counselors in training had a mean score of 48.3 with a standard deviation of 3.0. Practicing school counselors had a mean score of 49.1 with a standard deviation of 6.8. Counselor educators had a mean score of 46.7 with a mean score of 54.0 with a standard deviation of 6.0.

Table 3

<table>
<thead>
<tr>
<th>School Type</th>
<th>Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>54</td>
<td>93.1</td>
</tr>
<tr>
<td>Private</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Charter</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>98.3</td>
</tr>
</tbody>
</table>
standard deviation of 7.1. *Professional Roles and Expertise* factor yielded a mean score of 51.67 with a standard deviation of 1.5 for school counselors in training. Practicing school counselors had a mean score of 51.9 with a standard deviation of 2.9. Counselor educators had a mean score of 52.5 with a standard deviation of 1.7. The Philosophy of the Profession factor indicated that school counselors in training had a mean score of 37.3 with a standard deviation of 4.0. Practicing school counselors had a mean score of 38.8 with a standard deviation of 3.0. Counselor educators had a mean score of 38.50 with a standard deviation of 2.5.

The SCLS was used to cumulatively assess leadership on five dimensions: interpersonal influence, systemic collaboration, resourceful problem solving, professional efficacy and social justice advocacy. Participants used a 7-point Likert scale format ranging from 1 = *never* to 7 = *always* to respond to items. The scoring guide for the SCLS indicated that a score of 195-217 indicates highly effective leadership skills, 194-174 reflects effective leadership skills, and 173 or lower indicates needs improvement. School counselors in training had a mean score of 188.0 with a standard deviation of 12.2. Practicing school counselors had a mean score of 179.8 with a standard deviation of 18.5. Counselor educators had a mean score of 179.2 with a standard deviation of 19.1. Table 4 reflects additional descriptive statistics regarding total mean scores for the PISC and SCLS.
The data analysis was conducted using the Statistical Package for Social Sciences (SPSS). This study used MANOVA as the statistical analysis test to determine if there were differences between school counselors in training, practicing school counselors, and counselor educators on measures of professional identity (PISC) and leadership skills (SCLS). The MANOVA test was used to measure the statistical significance of the
interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. Results relative to the research questions are presented in this section. Profile plots and tables are also included to display interaction effects of the dependent variables.

Hypothesis 1

The first null hypothesis stated that there would be no significant interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. The results of the MANOVA show that there was no statistically significant difference in professional identity and leadership skills based on the role of the counselor $F(12,62) = .816$, $p = .633$, Wilk’s $\Lambda = .746$, partial $\eta^2 = .136$. Since $p = .633 > .05$ the researcher failed to reject the null hypothesis. Table 5 reflects the results of the analysis.

Table 5

<table>
<thead>
<tr>
<th>MANOVA Results Table</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis df</th>
<th>Error df</th>
<th>p</th>
<th>$\eta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillai's Trace</td>
<td>.265</td>
<td>.816</td>
<td>12.000</td>
<td>64.000</td>
<td>.633</td>
<td>.133</td>
</tr>
<tr>
<td>Wilks' Lambda</td>
<td>.746</td>
<td>.816$^b$</td>
<td>12.000</td>
<td>62.000</td>
<td>.633</td>
<td>.136</td>
</tr>
<tr>
<td>Hotelling's Trace</td>
<td>.326</td>
<td>.814</td>
<td>12.000</td>
<td>60.000</td>
<td>.635</td>
<td>.140</td>
</tr>
<tr>
<td>Roy's Largest Root</td>
<td>.269</td>
<td>1.435$^c$</td>
<td>6.000</td>
<td>32.000</td>
<td>.232</td>
<td>.212</td>
</tr>
</tbody>
</table>

Notes: Design: Intercept + Primary role
Level of Significance $p < 0.05$

The Wilks Lambda F-statistic is an exact statistic.
The Roy’s Largest Root F-statistic is an upper bound on F that yields a lower bound on the significance level.
Hypothesis 2 and 3

Null hypothesis two stated that there would be no significant difference in professional identity among school counselors in training, practicing school counselors, and counselor educators. The third null hypothesis stated that there would be no significant difference in leadership skills among school counselors in training, practicing school counselors, and counselor educators. The univariate tests (ANOVA) for each dependent variable (professional identity and leadership skills) were run. According to Cronk (2016), the results of univariate tests should be interpreted only if the group Wilks’ Lambda is significant. Since p>.05 for hypothesis 1, the researcher must fail to reject hypotheses 2 and 3. Table 6 reflects the additional results of the univariate analysis.

Table 6
One-Way ANOVA Results

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Value</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Behaviors</td>
<td>.265</td>
<td>1.088</td>
<td>2</td>
<td>.348</td>
<td>.057</td>
</tr>
<tr>
<td>Knowledge of the Profession</td>
<td>.746</td>
<td>.115</td>
<td>2</td>
<td>.891</td>
<td>.006</td>
</tr>
<tr>
<td>Attitude</td>
<td>.326</td>
<td>.244</td>
<td>2</td>
<td>.785</td>
<td>.013</td>
</tr>
<tr>
<td>Professional Roles and Expertise</td>
<td>.269</td>
<td>.095</td>
<td>2</td>
<td>.910</td>
<td>.005</td>
</tr>
<tr>
<td>Philosophy of the Profession</td>
<td>.361</td>
<td></td>
<td>2</td>
<td>.699</td>
<td>.020</td>
</tr>
<tr>
<td>SCLS_TOTAL</td>
<td>.297</td>
<td></td>
<td>2</td>
<td>.745</td>
<td>.016</td>
</tr>
</tbody>
</table>

Summary

The analysis of data collected revealed no statistically significance difference for main and interaction effects between professional identity and leadership skills among
school counselors in training, practicing school counselors, and counselor educators. A complete discussion of these findings, summary and recommendations for further study will be discussed in Chapter 5.
CHAPTER FIVE

SUMMARY, DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter will be divided into four parts: summary, discussion, limitations, and recommendations. First, the summary provides results of the study in relation to the research questions and hypotheses. Next, the discussion outlines implications of the results based on relevant literature findings and theoretical backgrounds. Third, the limitations highlight internal and external threats to validity of the study. Lastly, the recommendations provide options for future research that further build upon the findings of the study.

Summary

The purpose of this study was to investigate the interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. In this study, a multivariate analysis of variance (MANOVA) was used to analyze the data. An online survey, with demographic questions, using the Professional Identity Scale in Counseling and the School Counselor Leadership Scale were used to collect descriptive and inferential data. This study was important because a limited amount of empirical literature from a quantitative perspective is available on the interaction between professional identity and leadership skills.

Demographic data revealed 104 participants agreed to participate in the study. The final sample consisted of 58 participants. Of the 58 participants 82.2% were female and 17.2% were male. There is a possibility that the influx in female participants may be
a result of women making up the majority of educators in the United States (Goldring, Gray, & Bitterman, 2013). The majority of participants were practicing school counselors making up 70.7% of the sample, with 10.3% being school counselors in training, and 15.5% counselor educators. The disparity among the counseling sub groups, in part, may have resulted in the researcher having limited access to counselor educators and school counselors in training.

Two research questions were investigated through three null hypotheses. The first research questions sought to determine if there were differences between the subgroups of counselors on measures of professional identity and leadership skills. The second research question investigated if there was an interaction between professional identity and leadership skills among the three groups of counselors. Based on the results of the study, the researcher failed to reject all null hypotheses: (H01) there is no significant interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators, (H02) there is no significant difference in professional identity among school counselors in training, practicing school counselors, and counselor educators, and (H03) there is no significant difference in leadership skills among school counselors in training, practicing school counselors, and counselor educators.

Discussion
Professional Identity and Leadership Skills Interaction

Hypothesis 1 stated there is no significant interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. Results of the study supported this hypothesis. As
anticipated, professional identity and leadership skills did not have a reciprocal effect or influence on one another among participants in the study. While it appears that both professional identity and leadership skills are associated with the fundamental tenants of school counseling (ASCA, 2012; CACREP, 2016) there is an absence of empirical research that supports the possibility of a connection between the two variables.

Professional Identity

Hypothesis 2 stated there would be no significant difference in professional identity among school counselors in training, practicing school counselors, and counselor educators. This hypothesis was supported by the results. Results of this study suggest there is no difference in professional identity among school counselors in training, practicing school counselors, and counselor educators. Although there were no significant differences across the counseling subgroups, each subgroup of counselors scored slightly higher on various factors. For example, school counselors in training reported slightly higher on the Knowledge of the Profession factor. These results might be influenced by the fact that counselors in training rely strongly on external authorities to provide learning experiences and materials (Gibson, et al., 2010) related to the professional growth in the profession. In addition, counselor educators scored slightly higher on the Engaging Behaviors and Professional Roles and Expertise factors. Such results support the literature that doctoral level counseling professionals have stronger perceived professional identity (Woo & Henfield, 2015). Practicing school counselors reported slightly higher on the Attitude and Philosophy of the Profession factors. Considering these factors address an individual’s perspective and beliefs towards the profession, these
results might be influenced by the fact that working with clients has been identified as the major aspect that contributes to professional identity (Moss et al., 2014).

Leadership Skills

Hypothesis 3 stated there would be no significant difference in leadership skills among school counselors in training, practicing school counselors, and counselor educators. This hypothesis was also supported by the results. While each subgroup of counselors reported scores in the effective leadership range, school counselors in training scored slightly higher overall. It appears these results might suggest that school counselors in training actively engage in theoretical and application practices outlined in school counseling programs. Accordingly, Shilingford and Lambie (2010) reported practicing counselors engaged in and were more comfortable with leadership practices that were contrary to practices found to promote delivery of school counseling programs. These results might be influenced by the school counselor-principal relationship in that the partnership impacts school counselor leadership, student achievement, and school climate (Clark, 2001; ASCA, 2012; Young & Kneale, 2013).

Theoretical Implications

The results of the study have theoretical implications. One of the theoretical aims of this study was to explore the interaction of professional identity and leadership skills among counselors in various educational settings. Previous research has suggested that professional identity develops in counseling training programs and continues across the career span (Brott & Myers, 1999; Gibson & Dollarhide, 2010). Although the concept of career span was not identified as a variable, this study provides some evidence that professional identity is embodied in counselors (school counselors in training, practicing...
school counselors, and counselor educators) in various educational settings that denote a matriculation, which could possibly occur across one’s career span.

An important contribution of this study that extends the previous literature and theoretical understanding is that it explored recently developed instruments that measured professional identity (PISC) and leadership skills (SCLS). Additionally, the majority of the literature on professional identity and leadership skills neglected to include quantitative research. This study will contribute to the body of literature by offering a quantitative perspective.

Limitations

As with all studies, this study has several limitations. These limitations are listed and briefly discussed in this section.

1. The overall sample was not representative of the population. It was majority female (82.2%) and practicing school counselors (70.7%). Due to the unequal representation of participants in this study, the results may not be generalizable.

2. While the sample was comprised of school counseling participants from the 4 southeastern states and a national counselor educator listserv, the sample size (N=58) was not representative of the distribution of the population of school counselors in training, practicing school counselors, and counselor educators across the United States. It is possible that the power of the statistical tests, and thus, the significance of the study could have been affected by the small sample size.
3. Access to participants was limited. The instruments in the study were administered online via email distribution list/listservs. It is possible the online administration may have contributed to a higher rate of attrition.

4. The self-report nature of the study lends to fact that researchers have no way of knowing if the participants responded truthfully. Social desirability may have affected the way participants responded to each item.

Recommendations

Research on professional identity and leadership skills are prevalent in the literature. However, quantitative research on professional identity and leadership is still in its early stages. This study is distinctive because it contributes to the overall body of knowledge related to school counseling, counselor educators, professional identity, and leadership skills. However, this study has several practice and research implications that can strengthen future research in the area of professional identity and leadership skills. The following recommendations are offered as suggestions for future exploration.

Research

1. A replication of this study using a larger sample size in order to recruit more school counselors in training and counselor educators. An equal distribution of participant types would provide opportunity to evaluate these outcomes in a more adequately powered study.

2. A replication of this study to include school counselor in training participants from states beyond the southeast. The additional participants would increase the generalizability of the results and provide future researchers with insight into
aspects of professional identity and leadership skills development needed among school counselors in training across the nation.

3. A replication of the study to include additional counselor educators. While the national listserv for counselor educators was used to recruit participants, it is recommended that counselor educators, who specifically identify as school counselors, be recruited through local universities. This step would increase the generalizability of results as it pertains to the counseling specialty of school counseling specifically.

4. A replication of the study to include face-to-face administration. While online recruitment is free and results are electronically storage, future researchers may find it useful to recruit school counselors in training and counselor educators face-to-face. It is possible this recommendation may decrease the rate of attrition and the unequal representation of participants found in the original study.

5. It would be useful to conduct a longitudinal study that would follow a group of school counselors in training from their pre-practicum experience through to their practicing experience to measure their professional identity and leadership skills development. Pre-test (year one), mid-test (year 15), and post-test (year 30) would be administered using the instruments from the original study. Subsequently, the longitudinal study would be used to determine at what point, if any, an interaction occurred between professional identity and leadership skills.

Practice

6. Due to the scoring system of both the PISC and SCLS, it is recommended that these instruments be used in school counselor in training programs (specifically
practicum/internship), and in professional development forums for practicing school counselors and counselor educators. In turn, district or university leaders could utilize the instruments to help counselors develop not only professional identity and leadership skills, but also transferrable skills that could support the role of 21-century school counselor.

7. ASCA (2012) requires school counselors to complete an annual counselor/principal agreement. Within this agreement, school counselors are mandated to identify goals for the implementation of the counseling programs. Both instruments could serve as self-assessment tools for school counselors to discern personal growth areas/goals that could be included in their annual plan S.M.A.R.T. goals.

Conclusion

Chapter five reviewed a summary of the findings, discussed limitations, and made recommendations for the future with implications for research and practice. Results of the study support the hypotheses stated in Chapter 1, that is, there were no differences or interaction between professional identity and leadership skills among school counselors in training, practicing school counselors, and counselor educators. The researcher suggests a replication of the study with a larger sample size, particularly seeking an equal representation of school counselors in training, practicing school counselors, and counselor educators that would make the results generalizable to the larger population of counselors working in educational settings.
REFERENCES


APPENDIX A

DEMOGRAPHIC SURVEY
1. Gender:  ____ Female  ____ Male

2. Age:
   ____ 22-25  ____ 26-30  ____ 31-40  ____ 41+

3. To which racial or ethnic group(s) do you most identify?
   ____ White
   ____ Black or African American
   ____ American Indian or Alaska Native
   ____ Asian
   ____ Native Hawaiian or Other Pacific Islander
   ____ Multi-race
   ____ Latino/ Hispanic

4. Highest degree earned
   ____ Bachelor’s
   ____ Master’s
   ____ Educational Specialist
   ____ Ph.D. or Ed.D.

5. Years of experience
   ____ 0-5 years
   ____ 6-11 years
   ____ 12-17 years
   ____ 18-23 years
   ____ 24+ years

6. What is your primary role as a counselor?
School Counselor in Training
Practicing School Counselor
Counselor Educator - Teaching specialty area(s)
APPENDIX B

LETTER SEEKING PERMISSION TO USE INSTRUMENT/ PISC ASSESSMENT TOOL
August 1, 2016

Name: Necole C. Bryant
Institution: Mercer University
Department: Penfield College/Counseling Education and Supervision
Address: 3001 Mercer University Drive
Atlanta, GA 30341

Dear Hong Ryun Woo:

I am a doctoral student from Mercer University writing my dissertation titled *Transformative School Counseling: An Examination of the Interaction Between Professional Identity and Leadership Skills* under the direction of my dissertation committee chaired by Dr. Karen D. Rowland, who can be reached at 678-547-6049 or at rowland_kd@mercer.edu. The Mercer University IRB Committee Chair can be contacted at 478-301-2327 or by mail at 3001 Mercer University Drive, Atlanta, GA 30341.

I would like your permission to use the Professional Identity Scale in Counseling (PISC) instrument in my research study. I would like to use and print your survey under the following conditions:
• I will use the instrument only for my research study and will not sell or use it with any compensated or curriculum development activities.
• I will include the copyright statement on all copies of the instrument.
• I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: bryantnc9@gmail.com

Sincerely,

Necole C. Bryant
Doctoral Student
APPENDIX C

EMAIL GRANTING PERMISSION TO USE PISC
Dear Necole,

You have my permission to use the PISC under the conditions that you mentioned. Good luck.

Dr. Woo

Hongryun Woo, Ph.D., NCC
Assistant Professor
Dept. of Counseling and Human Development
University of Louisville
Phone: 502-852-0615
E-mail: h0wo001@louisville.edu

August 1, 2016

Name: Necole C. Bryant
Institution: Mercer University
Department: Penfield College/Counseling Education and Supervision
Address: 3001 Mercer University Drive
Atlanta, GA 30341

Dear Hong Ryun Woo:

I am a doctoral student from Mercer University writing my dissertation titled Thought, Skill, and Practice: Exploring Professional Identity and Leadership in School Counseling under the direction of my dissertation committee chaired by Dr. Karen D. Rowland, who can be reached at 678-5476049 or at rowland_kd@mercer.edu. The Mercer University IRB Committee Chair, can be contacted at 478-301-2327 or by mail at 3001 Mercer University Drive, Atlanta, GA 30341.

I would like your permission to use the Professional Identity Scale in Counseling (PISC) instrument in my research study. I would like to use and print your survey under the following conditions:

- I will use the instrument only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: bryantnc9@gmail.com

Sincerely,

Necole C. Bryant
Doctoral Student
APPENDIX D

LETTER SEEKING PERMISSION TO USE INSTRUMENT/ SCLS ASSESSMENT TOOL
Dear Dr. Young:

I am a doctoral student from Mercer University writing my dissertation titled *Transformative School Counseling: An Examination of the Interaction Between Professional Identity and Leadership Skills* under the direction of my dissertation committee chaired by Dr. Karen D. Rowland, who can be reached at 678-547-6049 or at rowland_kd@mercer.edu. The Mercer University IRB Committee Chair can be contacted at 478-301-2327 or by mail at 3001 Mercer University Drive, Atlanta, GA 30341.

I would like your permission to use the School Counselor Leadership Survey (SCLS) instrument in my research study. I would like to use your survey (online or print version) under the following conditions:

- I will use the instrument only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: bryantnc9@gmail.com

Sincerely,

Necole C. Bryant
Doctoral Candidate
APPENDIX E

LETTER GRANTING PERMISSION TO USE SCLS
April 25, 2017

Hello Ms. Bryant,

You have permission to use the survey, School Counselor Leadership Survey (SCLS) for your research study. In order to maintain the integrity of work related to the SCLS, I grant permission for you to use the SCLS on the conditions that:

1. your study is approved by the Institutional Review Board at your university and
2. you describe the development and cite the SCLS appropriately

Please feel free to contact me with any questions about the SCLS, its development, and factor structure. I wish you success in your research.

Best Regards,

Anita Young

Anita Young, Ph.D.
APPENDIX F

SCHOOL COUNSELOR LEADERSHIP SURVEY
# School Counselor Leadership Survey

Part I: Please respond to each statement as it relates to your current position. Answer the statements realistically and based on whether you engage in the described behavior or practice. Do not answer the statements based on what you would like to do.

<table>
<thead>
<tr>
<th></th>
<th>1-Never</th>
<th>2-Rarely</th>
<th>3-Occasionally</th>
<th>4-Sometimes</th>
<th>5-Fairly Often</th>
<th>6-Very Often</th>
<th>7-Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I initiate new programs and interventions in my school/district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. I accomplish goals with certainty and confidence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. I find resources to secure what is needed to improve services for all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. I am often chosen to lead school-wide/district initiatives, committees, or councils.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5. I have confidence in my ability to lead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6. I ask for help when needed to advocate on behalf of students and parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7. I know and promote my school’s instructional vision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8. I actively work with stakeholders to implement comprehensive school counseling programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9. I solve most problems if I invest the necessary effort.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10. I am a change agent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>11. I read current school counseling research to help promote positive change for students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>12. I search for innovative ways to improve student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>13. I encourage my colleagues to share their new ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>14. I am knowledgeable about communication styles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>15. I promote positive change for all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>16. I maintain high expectations for all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>17. I respond to social justice inequities that may affect the future of students’ academic achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>18. I am goal oriented.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>19. I consider myself a leader.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Young & Bryen, 2016
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. I remain calm when facing difficult situations.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>21. I exceed expectations when assigned a task.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>22. I am comfortable with change.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>23. I can be persuasive to gain buy-in for implementation of new school counseling programs.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>24. I have the power to affect positive change.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>25. I use creative strategies to foster positive relationships.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>26. I challenge status quo to advocate for all students.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>27. I accomplish goals that have school-wide/district impact.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>28. I use compassion when problem solving.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>29. I navigate through the politics of the school.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>30. I know how to recognize social justice inequities.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>31. I work collaboratively with stakeholders to accomplish goals.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Part II: List two characteristics that you believe are essential for school counselor leaders.**

1. ___________________________________________________________ 2. ___________________________________________________________

**Part III: Demographic Data - Click the box to indicate your response to each item.**

Please indicate your gender.

- Female
- Male

What is your highest level of educational training?

- Master’s degree (MEd, MS, MA)
- Specialist’s degree (Ed.S.)
- Doctorate (EdD, PhD, PsyD)
- Other
Which category best describes your racial/ethnic background?

- White/European
- Hispanic, Latino
- Black or African American (including African and Afro-Caribbean)
- American Indian or Alaska Native
- Asian/Asian American/Pacific Islander
- I do not wish to respond

Do you work in a ____________ school setting? ___Yes ___No If yes, what type of district?

- Urban
- Suburban
- Rural

Do you currently work as a school counselor or school counselor supervisor?

- Yes
- No

If so, which level do you work?

- Elementary school counselor
- Middle school counselor
- K-8 counselor
- High school counselor
- Alternative school counselor
- School Based school counselor supervisor
- District school counselor supervisor
- State school counselor supervisor
- Graduate school counseling student
- ____________ Other

Do you work in a ________ school?

- Public
- Private
- Charter

How many years experience do you have as a school counselor?

- 0 - 2 years
- 3 - 5 years
- 6 - 10 years
- 11 - 15 years

Young & Bryan, 2016
○ 16-20 years
○ 20+ years

Indicate the approximate number of students enrolled in your district
○ < 4,999
○ 5,000 – 9,999
○ 10,000 – 49,999
○ 50,000 – 99,999
○ 100,000 – 149,999
○ 150,000 – 199,999
○ Over 200,000

How many school counselors are in your district?
○ < 50
○ 51 – 100
○ 101 – 200
○ 201 – 300
○ 301 – 400
○ 401 – 500
○ 501 – 600
○ > 600

Young & Bryan, 2016
APPENDIX G
INVITATION TO PARTICIPATE IN THE STUDY
Dear Respondents,

I am a doctoral student from Mercer University writing my dissertation under the direction of my dissertation committee chaired by Dr. Karen D. Rowland, who can be reached at 678-5476049 or at rowland_kd@mercer.edu.

I am conducting a research study about the differences between school counselors in training, practicing school counselors, and counselor educators on measures of professional identity and leadership skills. The study is entitled, **Transformative School Counseling: An Examination of the Interaction Between Professional Identity and Leadership Skills**. I am emailing to ask if you would like to participate by completing a survey for this research project. Mercer University’s IRB requires investigators to provide informed consent to the research participants.

If you would be interested in taking this survey, please click on this link and provide your consent to take the survey: [https://www.surveymonkey.com/r/HH6H9NH](https://www.surveymonkey.com/r/HH6H9NH)

Your decision to participate or decline participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with Mercer University in anyway. You may click on the “Stop Survey” button in the right hand corner of the screen if you would like to stop early.

If you have any questions about the study contact the investigator, Necole C. Bryant at 404-576-7439 or at necole.c.bryant@live.mercer.edu.

Mercer University’s Institutional Review Board (IRB) reviewed study # **H1706183 and approved it on 07-Jul-2017**.

Questions about your rights as a research participant:
If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (478) 301-4101 or email at ORC_Research@Mercer.edu.

Thank you in advance for your time and participation!

Regards,

Necole Bryant
Doctoral Candidate
Mercer University
APPENDIX H

PROFESSIONAL IDENTITY SCALE IN COUNSELING (PISC)
Professional Identity Scale in Counseling (PISC)
Woo & Henfield, 2015

This inventory is developed to assess your thoughts and beliefs about the counseling profession and your professional identity. Please indicate your agreement with each statement by marking the number that best fits with your thoughts.

Not at all in Agreement Neutral/Uncertain Totally in Agreement
[---------- 1 -------- 2 -------- 3 ---------- 4 -------- 5 -------- 6 ----------]

Factor 1: Engagement Behaviors

1. I have memberships of professional counseling associations (e.g., national, statewide, and/or regional).
2. I actively engage in professional counseling associations by participating in conferences and workshops every year.
3. I engage in certification/licensure renewal process (e.g., LPC: Licensed Professional Counselor, NCC: National Certified Counselor).
4. I have contributed to expanding my knowledge base of the profession by participating in counseling research (e.g., by being interviewed, taking surveys).
5. I have conducted counseling research.
6. I have published research findings in my field.
7. I follow up with theoretical, practical, and technical advancement in my profession by keeping up with literature (e.g., professional counseling journals, books) in the field.
8. I engage in or seek opportunities to serve in nonrequired leadership positions (e.g., counseling association, CSI: Chi Sigma Iota, interest network, committee, volunteering work, community service).
9. I educate the community and public about my profession.
10. I advocate for my profession by participating in activities associated with legislation, law, and policy on counseling on behalf of the profession.
11. I seek feedback/consultation from professional peers/colleagues as a form of professional development.
12. I regularly communicate with a mentee who is interested in his/her professional development.
13. I keep in contact with counseling professionals through training and/or
professional involvement in counseling associations.

14. I keep involved in ongoing discussions with counseling professionals about identity and the vision of my profession.

Factor 2: Knowledge of the Profession

15. I know the origins of the counseling profession.

16. I am knowledgeable of the important events and milestones (e.g., establishing ACA, state-level licensure) in counseling history.

17. I am knowledgeable about ethical guidelines (e.g., codes of ethics/standards of practice) in counseling.

18. I am familiar with accreditation organizations (e.g., CACREP: Council for Accreditation of Counseling & Related Educational Programs) and their standards for professional preparation.

19. I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors) and their requirements for credentials.

20. I am familiar with professional counseling associations (e.g., ACA: American Counseling Association) and their roles and accomplishments in the profession.

21. I am knowledgeable of professional counseling journals (e.g., JCD: The Journal of Counseling & Development, journal(s) relevant to my specialty area) and their contents’ foci and purposes in the profession.

22. I am able to distinguish similarities and differences between my profession and other mental health professions (e.g., counseling psychology, social work, and psychiatry).

23. I am familiar with laws (e.g., court cases, licensure) and regulations related to my profession.

24. I am able to distinguish the counseling philosophy from the philosophy of other mental health professions (e.g., counseling psychology, social work, and psychiatry).

Factor 3: Attitude

25. My profession has a well-established theoretical body of knowledge.

26. My profession provides unique and valuable services to society.

27. I value the advancement and the future of my profession.

28. I recommend my profession to those who are searching for a new career related to helping professions.
29. I am comfortable having discussions about the role differences between counseling and other mental health professions (e.g., counseling psychology, social work, and psychiatry).

30. My personality and beliefs are well matched with the characteristics and values of my profession.

31. I am satisfied with my work and professional roles.

32. I have a solid work-life balance and feel congruent.

33. As a counseling professional, I share my positive feelings (e.g., satisfaction) when working with people in other fields.

**Factor 4: Professional Roles and Expertise**

34. I value various professional roles (e.g., counselor, educator, consultant, and advocate) that a counseling professional can hold.

35. A counseling professional’s roles and duties vary depending on settings, diverse populations served, and the person’s specialty.

36. Regardless of different roles (e.g., counselor, supervisor, or consultant), a major goal is client welfare.

37. I believe a counseling professional should value the importance of advocacy for the populations that the person serves.

38. I believe a counseling professional should value the importance of advocacy for the profession that the person belongs to.

39. I will/have completed professional training and standard education to perform my duties in my roles.

40. I have professional knowledge and practical skills required to successfully perform my roles.

41. I am confident that there will be positive outcomes of my work and services.

42. I am knowledgeable of ethical responsibilities and professional standards relevant to my roles.

**Factor 5: Philosophy of the Profession**

43. The preventive approach is emphasized in the counseling philosophy.

44. It is important to view clients holistically, focusing on integration of the mind, body, and spirit.

45. It is important to empower clients through an emphasis on personal strengths.
46. Advocacy for clients is emphasized in the counseling philosophy.

47. Clients are able to make constructive and positive changes in their lives.

48. Interactions in counseling are based on the relationship between counselor and client.

49. Research is an important part of the counseling profession.

**Factor 6: Professional Values**

50. I believe counseling is different from other mental health professions (e.g., counseling psychology, social work, and psychiatry).

51. It bothers me to meet people who do not recognize my profession.

52. I would like to be more involved in professional development activities.

53. I believe core counselor education courses (e.g., career counseling, multicultural counseling, and group counseling) should be taught by counselor educators instead of other mental health professionals (e.g., psychologists, social workers, and psychiatrists).
APPENDIX I

INFORMED CONSENT
INFORMED CONSENT

Transformative School Counseling: An Examination of the Interaction Between Professional Identity and Leadership Skills

Investigator Name: Necole C. Bryant
E-Mail Contact Information: necole.c.bryant@live.mercer.edu

You are invited to participate in an online survey for a research project conducted through Mercer University. Mercer University's IRB requires investigators to provide informed consent to the research participants.

The purpose of this online research study is to examine the differences between school counselors in training, practicing school counselors, and counselor educators on measures of professional identity and leadership skills. Your participation in the study will contribute to a better understanding of the interaction between professional identity and leadership skills among school counselors and counselor educators. You must be at least 18 years old to participate.

If you agree to participate
The survey will take approximately 20-30 minutes of your time. You will complete a survey regarding demographic data, professional identity, and leadership skills. You will not be compensated.

Risks/Benefits/Confidentiality of Data
There are no known risks or discomforts, which could cause you to feel uncomfortable, distressed, sad, or tired. There will be no costs for participating. Although your participation in this research may not benefit you personally, it will help us understand the interaction between professional identity and leadership skills among members of the school counseling community. Your name and email address will not be kept during the data collection phase. A limited number of research team members will have access to the data during data collection.
Participation or Withdrawal

Your decision to participate or decline participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with Mercer University in anyway. You may click on the “Stop Survey” button in the right hand corner of the screen if you would like to stop early. If you do not want to receive any more reminders, you may email us at necole.c.bryant@live.mercer.edu.

Contacts

If you have any questions about the study contact the investigator Necole C. Bryant at 404-576-7439 or send an email to necole.c.bryant@live.mercer.edu. Mercer University’s Institutional Review Board (IRB) reviewed study #H1706183 and approved it on 07-Jul-2017.

Questions about your rights as a research participant

If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (470) 301-4101 or email at ORC_Research@Mercer.edu.

Thank you in advance for your time and participation!

Please do not forward this e-mail to others.

Please print a copy of this document for your records.

Mercer University IRB
Approval Date: 07/07/2017
Protocol Expiration Date: 07/06/2018
Transformative School Counseling: An Examination of the Interaction Between Professional Identity and Leadership Skills

1. Do you agree to participate in the survey?

- Yes, start the survey
- No, stop the survey
APPENDIX J

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL LETTER
Friday, July 7, 2017

Necole C. Bryant
3001 Mercer University Drive
Atlanta, GA 30341

RE: Transformative School Counseling: An Examination of the Interaction Between Professional Identity and Leadership Skills (H1706183)

Dear Bryant:

On behalf of Mercer University’s Institutional Review Board for Human Subjects Research, your application submitted on 29-Jun-2017 for the above referenced protocol was reviewed in accordance with Federal Regulations 21 CFR 56.110(b) and 45 CFR 46.100(b) (for expedited review) and was approved under category(ies) 7 by 63 FR 60364.

Your application was approved for one year of study on 07-Jul-2017. The protocol expires on 06-Jul-2018. If the study continues beyond one year, it must be re-evaluated by the IRB Committee.

Item(s) Approved:
Participants will be asked to complete a survey via survey monkey. The researcher will establish and maintain confidentiality by pre-assigning numbers to each survey entered into Survey Monkey as a means of indirect identification.

NOTE: Please report to the committee when the protocol is initiated. Report to the Committee immediately any changes in the protocol or consent form and ALL accidents, injuries, and serious or unexpected adverse events that occur to your subjects as a result of this study.

We at the IRB and the Office of Research Compliance are dedicated to providing the best service to our research community. As one of our investigators, we value your feedback and ask that you please take a moment to complete our Satisfaction Survey and help us to improve the quality of our service.

It has been a pleasure working with you and we wish you much success with your project! If you need any further assistance, please feel free to contact our office.

Respectfully,

Ava Chambliss-Richardson, Ph.D., CIP, CIM.
Associate Director of Human Research Protection Programs (HRPP)
Member
Institutional Review Board

"Mercer University has adopted and agrees to conduct its clinical research studies in accordance with the International Conference on Harmonization's (ICH) Guidelines for Good Clinical Practice."

Mercer University IRB & Office of Research Compliance
Phone: 478-301-4101 | Email: ORC_Mercer@Mercer.edu | Fax: 478-301-2329
1501 Mercer University Drive, Macon, Georgia 31207-0001