



The Importance of Policy Research and Evaluation for International School-Based Counseling

COE Research Conversation

Dr. Michael S. Trevisan

Washington State University

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Presentation Overview

1. This could be an auspicious time for school-based counselors.
2. There is a significant role for program evaluation and policy research.
3. A new school-based counseling evaluation framework now exists to support evaluation work.
4. There are a number of international initiatives working to promote school-based counseling.



Pre-pandemic there were over 90 countries seriously considering the implementation of school-based counseling.



School counselors in the US have historically struggled to gain a foothold in schools.



Reasons

- Role Ambiguity
- School principal deployment of school counselors
- Lack of resources
- Lack of understanding/acceptance regarding the importance of mental health support for children

Who Took “Counseling” out of the Role of Professional School Counselors in the United States?

Lambie, G. W., Haugen, J. S., Borland, J. R., Campbell, L. O. (2019) *Journal of School-Based Counseling Policy & Evaluation*, 1(3), 51-61.



This time could be different.



The evidence and the argument.

Numerous national and
international studies.

Use databases or surveys.

Show increases in mental health problems from 2019 to 2020 or 2019 to 2021.

Mental health issues that cut across almost all studies:

- Depression
- Anxiety
- Suicide
- Trauma

Protecting Youth Mental Health The U.S. Surgeon General's Advisory

<https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf> (hhs.gov)



- The insufficient numbers of school counselors nationally makes it difficult to adequately address the mental health needs of K-12 students.
- The school counselor to student ratio should be 1:250 in each school.

Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

Significant expansion of the number of school counselors across the U.S.

Removal of administrative tasks from the school counselor workload.

Maintain counselor to student ratios at
1:250 for all school counselors.

Why program evaluation?

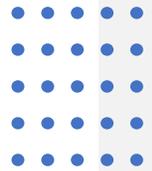
- To improve programs and services
(formative evaluation)
- For program effectiveness and accountability
(summative evaluation)



PROGRAM EVALUATION IN SCHOOL COUNSELING

IMPROVING COMPREHENSIVE AND
DEVELOPMENTAL PROGRAMS

**MICHAEL S. TREVISAN
AND JOHN C. CAREY**



An Evaluation Framework for School Counselors



Benefits of the Evaluation Framework

Benefit 1

Meets the professional program evaluation standards (Yarborough et al., 2010) widely accepted by the program evaluation enterprise.

Benefit 2

Incorporates the use of
qualitative methods.

Benefit 3

Includes formative evaluation as
a valued purpose.

Benefit 4

Embraces stakeholder
engagement.

Benefit 5

Fosters impetus and process for
culturally-responsive evaluation.

Two Limitations

- Lack of Time
- Lack of Training

Pillars of the Framework

Pillar 1

Carol Weiss (1998)

Pillar 2

Trevisan and Carey (2020)

Pillar 3

Lambie, et al. (2019)

Policy Research

John C. Carey · Belinda Harris
Sang Min Lee · Oyaziwo Aluede *Editors*

International Handbook for Policy Research on School- Based Counseling

 Springer

International Society of Policy
Research and Evaluation for
School-based Counseling
(ISPRESOC)



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Oyaziwo Aluede, Nigeria, Chair, oyaziwoaluede@gmail.com

Michael Trevisan, USA, Chair Elect, trevisan@wsu.edu

John Carey, USA, Past-Chair, jcarey@educ.umass.edu

Ruth Falzon, Malta, Treasurer, ruth.falzon@um.edu.mt

Tony Sam George, India, Acting Communications Officer
tony.sam.george@christuniversity.in

Patrick Mullen, USA, Journal Editor, prmullen@wm.edu

Jan Gay, USA Student Representative, jan.gay@ufl.edu

Myisha Rodrigues, USA, Student Representative
mrodri18@lesley.edu

Regional Leaders

Africa

Chika Eze, Eastern and Western Africa, chikashcj@gmail.com

Mandu Selepe, Southern Africa, lasantepsyservices@gmail.com

Americas

Barbara Zas, Latin America and Caribbean, bzrcips@cenai.inf.cu

Barbara Brady, North America, dr.barbbrady@gmail.com

George Vera, South America, gdavyvera@gmail.com

Alfonso Barreto, Central America, alfonso.a.barreto@gmail.com

Asia

Aysen Kose, Western Asia, aysenkose76@yahoo.com

Elizabeth Thomas, Southern and Southeast Asia,
elizabeth.thomas@christuniversity.in

Mantak Yuen, East Asia, mtyuen@gmail.com

Oceania

Marilyn Campbell, Australia and New Zealand, ma.campbell@qut.edu.au

ISPRESO Projects

- Develop evaluation model for school counselors and federal government (Korea)
- Trauma Informed Education (TIE) for School Counselors (Nigeria)
- Develop policy briefs (India)

With school-based counselors conducting effective program evaluation and strategic policy research school-based counselors could be poised to gain that elusive foothold in schools as an essential professional.

Thank you!

References

- (1) Lambie, G. W., Haugen, J. S., Borland, J. R., Campbell, L. O. (2019) Who took “counseling” out of the role of professional school counselors in the United States? *Journal of School-Based Counseling Policy & Evaluation*, 1(3), 51-61.
- (2) Trevisan, M. S. & Carey, J. C. (2020). *Program evaluation in school counseling: Improving comprehensive and developmental programs*. New York, NY: Routledge Taylor & Francis Group.
- (3) Weiss, C. H. (1998). Have we learned anything new about the use of evaluation? *American Journal of Evaluation*, 19(1), 21-33.
- (4) Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. a. (2010). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Corwin Press.