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Factors That Influence School Counselor Burnout

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Abstract

Because counselors are working with populations whose work affects them so directly, maintaining wellness, preventing burnout, and avoiding impairment are key to providing good therapeutic care. This study investigates the level of wellness that School Counselors experience. The results of this investigation are important because they will inform School Counselors and other school related professionals about the level of exhaustion, work environment climate, and deterioration in personal life that individuals in an urban, rural, and suburban school setting within New York State experience. Overall, results showed that School Counselor caseload size does influence exhaustion but does not influence negative work environment or deterioration in personal life. Results also showed that Urban/Rural/ and Suburban school setting as well as the number of years of school counseling experience do not influence exhaustion, negative work environment, or deterioration in personal life.

Factors that Influence School Counselor Burnout

It has been estimated that over 6,000 counselors are currently practicing in the United States with some type of mental or emotional impairment (Kottler & Hazler, 1996). Grosch and Olsen (1994) stated that the average counselor has a productive life span of 10 years before burnout is almost inevitable. Kilburg (1986) stated, "Professionals can be their own worst enemies. Trained to be independent, creative, assertive, competitive, and hard driving, they do not readily acknowledge that they are in trouble or need assistance" (p. 14). It is estimated that between 10-20% of school counselors may not be satisfied with their jobs which makes them vulnerable to professional exhaustion and burnout (Wilkerson & Bellini, 2006). Although school counselors may receive training to help students with severe presenting problems, they receive little or no training in how to deal with their own stress, which can lead to burnout (Emerson & Markos, 1996).

The roles of school counselors have changed dramatically in the past 40 years. As Johnson and Johnson (2003) noted, the dropout problem was the concern of the 1960s, replaced somewhat by the movement to address career needs during the 1970s; The issues related to drug and substance abuse, emergence of AIDS, economic decline, increase in suicide rate, and the increase of the divorce rate all became important targets in the 1980s and also added to the responsibilities of the school counselor; During the 1990s school counselors were expected to address school safety and violence along with the other aforementioned tasks. At the same time, there has been a push towards accountability and high stakes testing, which also often falls within the work domain of school counselors (Wachter, 2006).

Kesler (1990) stated, school counselors are more vulnerable to burnout because of high levels of professional stress due to their various job demands, role ambiguity, role conflict, large numbers of students, and lack of supervision. Considering all of these factors, it is not surprising that school counselors report being overwhelmed (Emerson & Markos, 1996). In fact, Kesler (1990) noted that school counselors may be at high risk for burnout. Stephan (2005) found 66% of middle school counselors in a statewide sample reported moderate to high levels of emotional exhaustion and 77% reported a moderate to high level of depersonalization. Another study by Crutchfield and Borders (1997) demonstrated a level of empathy in school counselors low enough to be labeled “subtractive” (p. 224). Although the research is not extensive, the results may suggest that there is a population of school counselors in need of attention in order to protect them from burnout.

Counselor Wellness, Burnout, and Impairment

The overwhelming demands placed on school counselors will surely leave students at a disadvantage in the amount and quality of service that is provided by the School Counselor, but these demands can also have negative effects on the School Counselor as well. Counselor wellness is defined as, “a way of life oriented towards optimal health and well-being in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community (Young & Lambie, 2007, p. 98). Toward the middle of the wellness continuum is Counselor Burnout. Osborn (2004) described burnout as physical and emotional exhaustion resulting from conditions at work. Counselors, especially, are vulnerable to burnout due to the psychologically intimate relationships that they develop with clients through empathy (Skovholt, 2001). At the far end of the wellness continuum is counselor impairment. Gladding

(2006) defined impairment as being “unable to function adequately or at the level of one’s potential or ability” (p.72).

What is Burnout?

Burnout has been identified as one type of response to the long-term negative impact of work stress (Blase, 1982,Osborn, 2004). Maslach and Jackson (1986) stated that burnout is a syndrome of emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment which can occur among individuals who work with people in some capacity.

Recently, burnout has also been linked to health complications as well. Many studies have reported a relationship between heart attacks and burnout (Angerer, 2003). Burnout has also been linked to physical exhaustion, illness, family and marital conflict and an increased use of alcohol and drugs (Koeske & Koeske, 1989). Other health issues, such as sleeplessness and depression, are consequences of burnout that can have a negative impact on work performance and commitment which can directly impact performance and productivity. (Burke & Greenglass, 1991)). Schaufeli and Buunk (2005) categorized burnout symptoms into five categories: affective manifestations (gloomy depressed mood, aggression and anxiety), cognitive manifestations (feelings of hopelessness, helplessness and powerlessness, a sense of failure, poor job-related esteem, impotence, impaired cognitive skills such as memory and attention, negativism, pessimism, reduced empathy, distrust and an exceptionally critical attitude towards management, peers and supervisors), physical manifestations (regular bouts of flu, somatic complaints, higher levels of cortisol and cholesterol and coronary heart disease), behavioral manifestations (substance abuse, absenteeism, staff turnover and impaired work performance) and motivational manifestations (a decline in and/or loss of enthusiasm, interest, idealism and

zest, disillusionment, disappointment, resignation and submission, interpersonal conflicts and physical and mental withdrawal.

The Needs of the Student Population

School counselors are charged with contributing to the academic, career, and personal-social development of children and adolescents in the United States (American School Counselor Association (ASCA, 2005a). Along with counseling students through traumatic and problematic events in their lives, School Counselors are asked to assume roles and tasks that can stress and stretch them beyond the capacity of delivering effective and beneficial service, leading to counselor burnout. Counselor burnout does not only have an impact on the school counselor, the symptoms of burnout can/will directly impact the student as well.

The needs of students requiring mental health professionals in schools have increased dramatically. Suicide and other forms of death and violence complicate the workload of today's school counselors and require additional clinical skills (Thompson, 1995). Castro-Blanco (2000) observed that most crises involving children and adolescents either occur at school, are associated with school, or are first detected at school. Increases in crime, violence, and numbers of individuals in need of mental health services, correspond with a diminished availability of public and private services which in turn leaves the school counselor to serve as the only mental health service provider for many families (Wachter, 2006). Of course counselors provide necessary support to students, and are generally the first contacted by other school professionals when students are known to experience psychological pain, but this continuously increases the likelihood that counselors will experience burnout. (Ackerley, Burnell, Holder, & Kurdek, 1988).

Their also seems to be a type of educational crisis as well that school counselors must be aware of. The declines in motivation and grades coincide with the transition into middle and/or

high school (Anderman & Maehr, 1994). Drops have been reported in middle-school children's interest in school, motivation, perceptions of self and confidence in academics, and their expectations that they will master subjects (Epstein & McPartland, 1976). Anderman (1999) noted a drop in how much middle school children perceive themselves to belong as prized members within their school. Test anxiety increases, as well as the time middle and high school students spend thinking about judging themselves (Nicholls, 1990). As students' goals for high-quality performance go down, truancy and dropout rates go up (Anderman & Midgley, 1997). Eccles, Midgley, Wigfield, Buchanan, Reuman, Flanagan, & MacIver (1993), stated that students from some ethnic groups and low socioeconomic status homes tend to experience more academic failure and drop out more often than non-minority, non-low SES peers. Increases in school size and lack of teacher supervision may contribute to problems as well (Simmons & Blyth, 1987). Authoritarian style instruction by teachers and administrators may interfere and impact students' strivings for personal control (Jackson & Davis, 2000). The lack of positive, meaningful interactions with faculty and staff can interfere with student success (Simmons & Blyth, 1987). The school counselor is now charged with filling the gaps, even though in most schools the counselor/student ratio is well above the 1:250 recommendations (ASCA, 2003).

Implications of school counselor burnout on students

According to Frame and Stevens-Smith (1995), school counselors must be concerned about the potential harm to clients due to burnout and impairment. Although school counselors' responsibilities are many, burnout symptoms interfere with how they execute their duties and act within the educational system (Sheffield, 1999). Counselor burnout has been found to correlate with negative attitudes toward clients (Ackerly, Burnell, Holder, & Kurdek, 1988). School

counselor burnout has serious consequences for everyone involved (Maslach, Jackson, & Leiter, 1996), as it impacts how the school counselor relates to the student.

The four stages of counselor burnout, as characterized by Edelwich and Brodsky (1980) that can affect the students relationship with the counselor include (a) enthusiasm—the tendency to be overly available and over-identify with clients; (b) stagnation—the school counselor’s expectations shrink to normal proportions and personal discontent begins to surface; (c) frustration—problems seem to multiply and the helper becomes bored, less tolerant, less sympathetic, and copes by avoiding and withdrawing from relationships; and (d) apathy—characterized by depression and listlessness. The manifestation of each stage impacts the counselor/student relationship (Stephen, 2005).

Often, those in helping relationships who suffer from burnout find themselves frustrated and can potentially take out those feelings of frustration and emotional exhaustion out on clients (Edelwich & Brodsky, 1980). As burnout progresses, an affected counselor may withdraw or detach from the job itself through the use of sick leave and vacation days, absenteeism, refusal to perform certain tasks, quitting his/her job, and, sometimes, leaving the profession (Maslach, 1982). Counselors who are burned out may lack motivation and have increased levels of frustration, working with minimal or no effort or emotional engagement and detaching themselves psychologically and emotionally from the individuals they serve, often labeling them and treating them as dehumanized objects (Maslach, 1982). Along with distancing themselves from clients, counselors who are struggling with depersonalization may lose their ability to empathize with clients (Emerson & Markos, 1996). Counselors who are experiencing burnout may be unable to provide effective services and, may even be harmful, negative, and cynical towards their clients (Maslach, Schaufeli, & Leiter, 2001). Therefore, burnout damages not only

the school counselor, but also the relationships with the client, the school in which the counselor is employed, and the overall counseling profession.

Symptoms of an Impaired Counselor

Symptoms of an impaired counselor have often included anger, cynicism, depression, drug and alcohol abuse, stress, temporary emotional imbalance due to a personal loss or trauma, paranoia, denial of feelings, and over involvement with clients (Emerson & Markos, 1996). Other symptoms of impairment have included inappropriate behaviors such as showing up late, missing or canceling appointments, and not responding to client's needs (Emerson & Markos, 1996). Skorupa and Agresi (1993) suggested that burnout may show up in a counseling session as loss of empathy, respect, and positive feelings for the client. Depersonalization may also occur when a counselor behaviorally acts out, responding to the client in a derogatory way or by negating the client as a person (Skorupa & Agresi, 1993). Reamer (1992) described two categories of stress that can lead to impairment: environmental stress and personal stress. Environmental stress is a function of working conditions or professional training. Personal stress can be caused by a number of reasons including marital and relationship problems, emotional and physical ill health, and financial difficulties. Kilburg, Kaslow, & VandenBos (1998) stated that, it is often difficult to see the outward signs of stress in impaired professionals. Kilburg et. al. suggested, the longer the professional is in distress, the more likely that symptoms will be revealed. According to Emerson and Markos (1996), counselors have difficulty identifying their impairment due to becoming immersed in their roles as helpers to others. Colleagues may begin to see impaired counselors appearing bored, fatigued, showing a loss of interest in work, or a decreased ability to complete tasks (Markos, 1996) The impaired professional may fail to meet deadlines, forget appointments, dramatically change work habits, or become extremely critical and abrasive

(Markos, 1996). Clients may also become aware of symptoms when the professional's behavior begins to affect them. Symptoms may include being late for appointments, canceling appointments, and being unresponsive to client needs (Kilburg et al., 1998).

Other variations of counselor impairment are compassion fatigue and vicarious traumatization. Figley (2002) described compassion fatigue as "a function of bearing witness to the suffering of others" (p. 1435). The process of connecting with clients who are in pain has an impact on the counselor. Professionals who are privy to clients reporting of trauma, horror, human cruelty and extreme loss can become overwhelmed and may begin to experience feelings of fear, pain and suffering similar to that of their clients (Figley, 1995). They may also experience Post Traumatic Stress Disorder symptoms similar to their clients, such as disturbing thoughts, nightmares, avoidance and arousal, as well as changes in their relationships to their selves, their families, friends, and communities (Figley, 1995). Moulden and Firestone (2007) described vicarious traumatization as, a counselor experiencing the feelings of the client as if the counselor had experienced them directly, resulting in a traumatic reaction in the counselor. Pearlman (1999) stated that vicarious traumatization is "neither a reflection of inadequacy on the part of the therapist nor of toxicity or badness on the part of the client. It is best conceptualized as a sort of occupational hazard" (p. 52). Anyone who works with clients on an empathetic level is vulnerable to vicarious traumatization. There is a personal impact of vicarious traumatization on the counselor, which may affect the counselor's physical and emotional wellness, his or her perspective on the world, and even interpersonal relationships (Pearlman & Saakvitne, 1995).

Dimensions of Wellness

Hettler (1980) identified 6 dimensions of wellness: social wellness, emotional wellness, physical wellness, intellectual wellness, spiritual wellness, occupational wellness. Hettler defined

a socially well individual as one living in harmony with others working toward mutual respect and cooperation. He described emotional wellness as the awareness and acceptance of a wide range of feelings in one's self and others, as well as one's ability to constructively express, manage, and integrate feelings. Hettler's definition of physical wellness encompassed one's attention to physical self-care, activity level, nutritional needs, and use of medical services. Intellectual wellness was defined by Hettler as the focusing of one's skills and abilities on achieving a more satisfying life. Hettler's definition of spiritual wellness is focused on inner and relational harmony with others and the universe, as well as the search for a universal value system. Occupational wellness in his theory is defined as the level of satisfaction and enrichment gained by one's work and the extent to which one's occupation allows for the expression of one's values. Renger, Midyett, Mas, Erin, McDermott, and Papenfuss (2000) included environmental wellness as a separate dimension and defined it as a broad dimension that looked at the nature of an individual's reciprocal interaction with the environment (e.g., home, work, the community, and nature).

Counselors have an ethical responsibility in monitoring their level of wellness, impairment, and burnout. The American Counseling Association's Code of Ethics clearly states in the introduction to Section C: Professional Responsibility that counselors should "engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities" (ACA, 2005) The ACA specifically addresses the Counselors responsibility related to impairment in Sections C.2.d. Monitor Effectiveness and C.2.g. Impairment :

C.2.d Monitor Effectiveness: Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary.

Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors. (p. 9)

C.2.g Impairment: *Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. (p. 9)*

According to ACA's Section F.8.b. Impairment, counselors in training also have a responsibility to prevent harm to clients when they are experiencing signs and symptoms of counselor impairment:

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they

are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (p. 15)

What causes burnout and impairment?

In addition to balancing the social, emotional, career and academic development of students, Counselors responsibilities become increasingly difficult and unmanageable when student to counselor ratios are large. “Work-related variables may shed some light on counselor wellness, including the size of the counselor's caseload; the percentage of the caseload that consisted of trauma survivors; and what percentage of the caseload involved clients who are actively or regularly self-injurious, violent, or otherwise a danger to themselves or others” (Lawson, 2007)). In New York States’ 2008-2009 academic school year, the average number of students that counselors were assigned to work with was 411 (ASCA, 2010). The American School Counseling Association recommended a pupil-to-school-counselor ratio of 250-to-1, the national average is 460 students to one school counselor, with some school districts as high as 1,000-to-1 (ASCA, 2010). These high averages suggest that School Counselors individual time with students is significantly decreased. Moracco, Butcke, & McEwen (1984), found that school counselors with larger caseloads perceived higher stress in their jobs. In addition to high student to counselor ratios School Counselors are also called upon to handle disciplinary issues as well as sorting out scheduling and administrative mix-ups (ASCA, 2010). Moracco et al. (1984) found that the most frequent sources of stress were, in order, not having enough time to see students, too much paperwork, not enough time to do their job, too large a caseload, and too many non-counseling guidance duties.

Counselor Distress and Impairment

Lawson (2007) would suggest that rather than identifying well and impaired as existing on the same continuum we describe the reference points along this continuum as well, stressed, distressed, and impaired. Counselors who are “well” are experiencing balance in their personal and professional life and are best situated to provide high quality therapeutic services to their clients. As counselors move along the continuum, they may move into the stressed area where, although the counselor is stressed, the counselor is able to disconnect his/her stressors from impacting the client. Distressed counselors on the other hand allow external stressors to interfere with the counseling process. Distressed counselors may arrive for appointments late or unprepared, have difficulty tracking details in client stories, or may allow telephone calls or other interruptions to distract from the client. In making the distinction between the distressed counselor and the impaired counselor, the impaired counselor is getting his or her needs met at the expense of the client. “These are counselors who are unwilling or unable to attend to their client's emotional needs because they are too overwhelmed with their own emotions. These may be counselors who miss important information in the client's story because they are distracted or confused. These may be counselors who are unable to establish effective empathy with the client because of similarities between the client's stories and the counselor's own experiences” (p. 26)).

In a study to examine wellness and impairment among American Counseling Association, Lawson conducted a survey of 1,000 ACA members who were randomly selected. A sample of 501 surveys was obtained out of 984 individuals who responded. In order to assess participants' wellness, Lawson provided them with a definition of counselor wellness and asked them to rate themselves using a 7-point scale where 1 = *well*, 3 = *stressed*, 5 = *distressed*, and 7 = *impaired*. When counselors were asked to assess their own wellness along this scale, 80.7% (n -

390) of counselors reporting that they were in the well range, 15% ($n = 72$) reported that they were in the stressed range, and 4.3% ($n = 21$) reporting that they were in the distressed range. None of the counselors self-reported that they were in the impaired range. Counselors were also asked to reflect on the wellness of their counseling colleagues and to report what percentage of their colleagues they believed could be identified in each of the four categories on the wellness continuum. Counselors ($n = 389$) reported that they believed that 50.42% of their colleagues would be in the well range, 33.29% in the stressed range, 12.24% in the distressed range, and 4.05% in the impaired range. With regard to wellness and satisfaction, counselors seem to be content in the work that they do. They are generally satisfied and report their own wellness as being high, but they rate the wellness of their colleagues significantly lower. The findings from this survey may suggest that "more well" counselors responded to this survey or that counselors are more likely to see stress, distress, and impairment in others than they do in themselves.

School Counselor Study on Burnout Factors.

Wilkerson and Bellini (2006) examined the demographic, intrapersonal, and organizational factors associated with burnout among a population of school counselors. They wanted to measure burnout among school counselors from a state in the Northeastern United States. Furthermore they were interested in determining: 1) the amount of variance on the independent variable sets (demographic, intrapersonal, and organizational), and (2) the predictors of burnout among the three variables sets (emotional exhaustion, depersonalization, and personal accomplishment).

In this study, 202 participants were randomly selected from a membership list of a school counseling organization in the Northeastern United States. 94 surveys were returned with 16 of them comprising retired or employees who were employed in other positions and hence excluded

from the data. The final sample consisted of 78 individuals which represented a 39% response rate. The results suggest a strong emotional component to burnout. Participants showed a high level of burnout in the emotional exhaustion subscale with 40% reporting high levels of emotional exhaustion (p. 446). “Those who deal with stressors and problems by focusing on the feelings associated with them run a higher risk of developing the symptoms of burnout” (p. 446). This study also revealed that organizational stressors like role ambiguity, role incongruity, and role conflict correlated more with emotional exhaustion and depersonalization than they did with personal accomplishment (p. 447). Lastly, this study found that the demographic, intrapersonal, and organizational factors together accounted for a significant amount of the variation in burnout scores among this population (p. 447).

Counselor Wellness: How to be “well”

Research suggests that counselors are frequently exposed to factors that deplete and diminish their job satisfaction and personal wellness. Researchers are also looking to identify factors that are necessary to achieve counselor wellness. The American Counseling Association (ACA) recognized the need to facilitate wellness for professional counselors. In 1987, the ACA put together a task force to explore the issues facing the counseling profession while also clarifying the role of a professional counselor. From the work of the task force, Coll and Freeman (1997) found that counselors had difficulty defining their professional roles, which in turn can lead to general job dissatisfaction and anxiety. Constantine (2006) also cites role confusion and lack of clarity regarding the specific duties of professional counselors as being one of the primary causes of stress.

Organizational Wellness

Organizational wellness impacts counselor wellness (Woods, 2009). If a counselor's work environment is stressful or unclear job satisfaction can be impacted. Woods (2009) stated that job dissatisfaction may contribute to general dissatisfaction with other aspects of an individual's life, having an impact on a person's general well-being. Young and Lambie (2007) proposed that counselors, supervisors, and administrators in schools advocate for opportunities for self-care in the workplace. Young and Lambie (2007) suggested a "culture of wellness" which includes: collaborative management, where counselors have a say in policies; providing a socially supportive environment; reduction of role stress where counselors have too many responsibilities or too many different roles; reduction of role ambiguity/incongruence, where counselors understand their roles and training is linked to their service work; and lastly, offering clinical supervision (Young & Lambie, 2007)

Social Support and burnout

Yildirim (2008) studied the relationship between sources of social support (supervisors, colleagues, friends, spouse, and family) and school counselor burnout. Yildirim also examined whether burnout in school counselors varies according to gender, age, marital status, and lengths of work experience. In his study, burnout was measured using the Maslach Burnout Inventory, which consists of 3 subscales: Depersonalization, personal accomplishment, and emotional exhaustion. Yildirim found a significant relationship between support from faculty and friends and a counselor's level of emotional exhaustion, depersonalization, and feelings of personal accomplishment (p. 615). In regard to faculty support, Ducharme, Knudsen, Hannah and Roman, (2008) believed that work-based social support may effectively reduce counselors' experience of burnout and may directly or indirectly reduce their likelihood of leaving their jobs. In his study

Yildirim found that the specific type of relationship that existed with the counselor impacted the subscales differently. The support from the spouse was only related to personal accomplishment (p. 616). Family support was significantly related to emotional exhaustion and personal accomplishment (p. 616). Depersonalization and Personal accomplishment were significantly related to the length of work experience of the school counselor (p. 616). Gender, age, and marital status were not significantly related to any of the three subscales of burnout. The results of Yildirim's study suggested that the presence of social supports can reduce the impact of stress on counselors. Myers and Sweeney (2005) believed that there are three factors, love, friendship, and social support, which must be present in order for a counselor to experience holistic wellness. Of these necessary factors, social support is the single highest predictor of positive mental health over the life span of the individual (Myers & Sweeney, 2005).

Wellness Strategies

Cummins, Masey, & Jones (2007) suggested that counselors work to reduce the number of one-way caring relationships they are maintaining, "One way caring relationships with clients tax the counselor both emotionally and socially" (p. 43). Cummins et. al. suggested that maintaining nurturing and challenging connections with family, friends, and social groups is also important (p. 43). Watkins (1983) believed that, it is essential for counselors to set aside time for family in friends in order to capitalize on the reciprocal benefit of intimacy, fun, and self-revelation.

There are also strategies known as career-sustaining behaviors (CSBs) that can help the counselor to function effectively and maintain a positive attitude (Kramen-Kahn & Hansen, 1998). CSBs include maintaining a balance between professional and personal lives, maintaining objectivity about clients, reflecting on positive experiences, participating in continuing education, and avoiding undue responsibility for clients' problems. Stevanovic and Rupert (2004) purported that more counselors who

were satisfied in the profession demonstrated more CSBs. One conclusion from Stevanovic and Rupert's research is that counselors who participate in fewer CSBs are at greater risk for burnout and professional impairment.

Personal therapy is encouraged to allow for self-reflection and insight, ultimately improving counselor resiliency and sense of well-being (Cummins, 2007). Orlinsky, Norcross, Rennestad, and Wiseman (2005) concluded that personal therapy contributes to the counselor's development in several ways, including improving interpersonal skills, being flexible in meeting the needs of clients, protecting clients from the influence of the counselors own unresolved issues, and allows the counselor to manage stress and renew himself or herself. Cummins et. al. also believed that proper supervision is important to providing a sense of checks and balances to detect counselor distress before the counselor's behavior becomes impaired (p. 43). Increasing the knowledge of self and reducing the need for validation from clients is important for keeping the counselor-client relationship professional (p. 43). Kramen-Kahn & Hansen (1998) believed that a counselor's wellness was heightened when he/she is able to focus on ways they have promoted growth in their clients as well as within themselves

Method

Purpose

Research says that Counselors who work in environments that foster interaction with colleagues, regular self-care activities, and offers manageable caseloads of clients dealing with trauma are less likely to experience negative thoughts and feelings of the profession that could lead to burnout and a state of not being well (Cummins, 2007). This study will be used to better understand the impact of the caseload size, school setting, and years of experience of New York State School Counselors and the impact of these factors on their level of wellness. This study may also help School Counselors and school related professionals begin identifying

characteristics that can potentially lead to counselor burnout as well as identify strategies that School Counselors can implement in order to avoid burnout and sustain wellness. The researcher hypothesized that School Counselors in the urban setting would display a higher exhaustion, deterioration of personal life, and negative work environment level than suburban and rural school settings. The researcher also hypothesized that higher caseload sizes would result in increased feelings of burnout. In addition, the researcher hypothesized that school counselors who have been in the field for over 10 years would experience a higher level of burnout than counselors who have been in the profession for under 10 years.

Setting and Sample

The population that has been targeted for research are all members of the New York State School Counselors Association. The population chosen to complete the survey includes urban, rural, and suburban School Counselors who reside in the 11 regions of New York State. The target population was chosen due to the capability of accessing a large group of counselors who range in age, experience, gender, caseload size, geographical location, and school setting. Every School Counselor who is a member of NYSSCA will have the opportunity to participate in the research study; there are no criteria eligibility requirements for School Counselors other than their membership to NYSSCA.

Procedure

The data collection method is a self-administered survey. The survey will be taken by participants using SurveyMonkey.com. The participants will be School Counselors in New York State who are members of the New York State School Counselor's Association (NYSSCA). The survey will be sent by NYSSCA's President to all NYSSCA members via an email that provides all participants with the link to [surevymonkey.com](https://www.surveymonkey.com) as well as directions that

will provide all participants with the information necessary to self-administer the survey. It will be stated to all subjects in the cover letter that they are under no obligation to participate in this research study and may exercise that option by not completing the survey. The total number of subjects receiving the survey will be approximately 900 members of NYSSCA. Of the 149 school counselors who started the survey, 136 school counselors completed the survey for a completion rate of 91.3%.

Instruments and Materials

The survey that I will be using is the Counselor Burnout Inventory. It is an adaptation of the Counselor Burnout inventory by Sang Min Lee and was used with Mr. Lee's permission. The process under which the instrument was developed was based on a need for an instrument that assessed burnout in professional counselors and related professions. Although this survey can be utilized to identify the five dimensions of counselor burnout: exhaustion, incompetence, negative work environment, devaluing of the client, and deterioration in personal life, the researcher will only focus on three dimensions, exhaustion, negative work environment, and deterioration of personal life. The survey consists of a 20-item questionnaire with School Counselors having the option of responding to each question on a 5-point Likert scale ranging from a 1 – 5 in response (1-Never True, 2 – Rarely True, 3 – Sometimes True, 4 – Often True, 5 – Always True). The preliminary scoring information for the Counselor Burnout Inventory is as follows:

Dimension 1 = Exhaustion

Item 1, Item 6, Item 11, Item 16

Dimension 2 = Incompetence

Item 2, Item 7, Item 12, Item 17

Dimension 3 = Negative Work Environment

Item 3, Item 8, Item 13, Item 18,

Dimension 4 = Devaluing Client

Item 4, Item 9, Item 14, Item 19

Dimension 5 = Deterioration in Personal Life

Item 5, Item 10, Item 15, Item 20

Data Analysis

The researcher analyzed the level of exhaustion, work environment climate, and deterioration in personal life that NYSSCA School Counselors experienced while also determining whether school setting, caseload size, and years of experience contributed to counselor burnout.

School Counselors levels of burnout were measured using a 5-point Likert scale. Analyses were made based on School Counselors responses to all 20 questions within the survey as well as the factoring in of the demographic information (school setting, caseload size, and work experience). Means and standard deviations were calculated in order to determine the level of agreeableness to the feelings of exhaustion, deterioration of personal life and working in a negative work environment. The researcher used t-tests to distinguish how significantly caseload size, work experience, and school setting impacted deterioration in personal life, exhaustion, and the negative work environment of the school counselor. The researcher also used the ANOVA regression analysis to identify if there were any significant relationships among deterioration in personal life, exhaustion, and a negative work environment.

Protection of Participants

The School Counselors who participated in this study were informed that their completion and submittal of the survey indicated their consent to participate in the study. Any and all printed surveys from SurveyMonkey.com were kept in a locked file cabinet. Any and all

saved surveys were stored on a password protected computer file, being stored on the researcher's personal computer. The identifying indicators of the participants that were used in the researcher's analysis are age group, school setting (urban, suburban, or rural), caseload size, years of experience, and region of residency. These identifying factors were the only identifying indicators that were used in the researcher's analysis. NYSSCA has requested the researchers data results upon completion of the research. All surveys will be destroyed, via shredding, immediately following the tabulation of results.

Results

The Counselor Burnout Inventory was electronically sent to 900 school counselors who are members of the New York State School Counselor's Association (NYSSCA). The School Counselor's accessed the survey via a surveymonkey link to surveymonkey.com that was sent to their NYSSCA email addresses. The total number of participants who started the survey was 146; the total number of participants who completed the survey was 136. The data collected is representative of the 136 completed surveys with a response rate of 15%. Results were analyzed using the Excel database and focused on the responses of participants in this research study. The School Counselor's levels of exhaustion, deterioration of personal life, and negative work environment were measured in this study and their responses were rated from always true to never true. Participant's scores ranged from a score of 4, which suggests that the participant is suffering from the burnout symptom, to a score of 20, which suggests that the counselor does not suffer from the burnout symptom. The identifiable variables asked of the School Counselors were caseload size, school setting, years of experience, age, and the region of New York in which he/she is employed. The researcher only used the caseload size, school setting, and years of experience variables in tabulating the results. Counselors with caseloads of between 1-100

students encompassed 12.1% of the participants, counselors 101-200 (20.1%), counselors 201-300 (33.6%), counselors 301-400 (18.8%) and counselors with 401-more (15.4%). Counselors who work in an urban setting encompassed 27.5% of the participants, counselors in a suburban setting (41.6%), and counselors in a rural setting (30.9%). Counselors who have less than 3 years of counseling experience encompassed 10.7% of the participants, counselors who have 3-10 years of experience (36.2%), and counselors who have over 10 years of experience (53%).

In Fig. 1, the score for the level of exhaustion among NYSSCA counselors projected a

Fig. 1

Descriptive Stats	
<i>Exhaustion</i>	
Mean	12.02419
Standard Error	0.301335
Median	12
Mode	12
Standard Deviation	3.355529
Sample Variance	11.25957
Kurtosis	-0.18237
Skewness	-0.17355
Range	16
Minimum	4
Maximum	20
Sum	1491

mean of 12.02 with a median and mode of 12. The scores ranged from a minimum of 4 to a maximum of 20. The mean suggests that school counselors are not overly exhausted but are feeling some stress at the mid to upper range level of the exhaustion spectrum. Of the participants surveyed, 82% said that it was either sometimes, often times, or always true that they feel tired due to their job as a counselor, 67.6% said that it is sometimes, often times, or always true that they feel exhausted due to their work as a counselor, 72.9% said that it is sometimes, often times,

or always true that they feel overstressed, and 70.4% said that they sometimes, often times, or always feel tightness in their back and shoulders. The standard deviation of 3.36 says that 68% of the scores for exhaustion fall between a score of 9 and 15 which suggests that the participants are at the mid to high range of exhaustion.

In Fig 2, the score for negative work environment projected a mean of 10.56 with a median and mode of 10. The scores ranged from a minimum of 4 to a maximum of 20. The

standard deviation of 3.34 says 68% of the scores for negative work environment fell between 7 and 13 which suggests that the participants are at the low to mid-level range of feelings of

burnout related to working in a negative work environment. Of the participants surveyed, 36.8%

Fig. 2

Descriptive Stats	
<i>Negative Work Environment</i>	
Mean	10.56452
Standard Error	0.300197
Median	10
Mode	10
Standard Deviation	3.342853
Sample Variance	11.17467
Kurtosis	-0.06147
Skewness	0.295965
Range	16
Minimum	4
Maximum	20
Sum	1310

said that it was either sometimes, often times, or always true that they are treated unfairly in their workplace, 30.4% said that it is sometimes, often times, or always true that they feel negative energy from their supervisor, 72% said that it is sometimes, often times, or always true that they feel bogged down by the system in their workplace, and 76.9% said that they sometimes, often times, or always feel frustrated with the system in their workplace.

Fig. 3

Descriptive Stats	
<i>Deterioration</i>	
Mean	9.112903
Standard Error	0.282177
Median	9
Mode	10
Standard Deviation	3.142185
Sample Variance	9.873328
Kurtosis	-0.64454
Skewness	0.121055
Range	13
Minimum	4
Maximum	17
Sum	1130

In Fig. 3, the score for deterioration of personal life projected a mean of 9.11 with a median of 9 and a mode of 10. The scores ranged from a minimum of 4 to a maximum of 17. The standard deviation of 3.14 says that 68% of the scores for negative work environment fell between 6 and 12 which suggest that the participants are at the low to mid-level range of

feelings of burnout related to the deterioration of their personal life. Of the participants surveyed, 27.9% said that it was either sometimes, often times, or always true that their relationships with family members have been negatively impacted, 60.4% said that it is sometimes, often times, or always true that they feel like they do not have enough time to engage in personal interests, 51.1% said that it is sometimes, often times, or always true that they do not

have enough time to spend with friends, and 28.3% said that they sometimes, often times, or always feel like they have poor boundaries between work and their personal life.

Variable 1: Caseload Size on Exhaustion, Negative Work Environment, and Deterioration of Personal Life

In identifying whether caseload size influences exhaustion, negative work environment, and deterioration of personal life the researcher designated high caseload sizes as being those counselors who work with 201 or more students and low counselor caseload sizes as being those who work with 1-200 students.

Does caseload size determine exhaustion?

The mean score for the counselors with high caseload sizes was 12.98 with a variance score of 10.77 while the counselors with low caseload sizes had a mean of 11.55 with a variance score of 10.95. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.025 which proved to be significant in detailing that caseload size does impact feelings of exhaustion.

Does caseload size determine negative work environment?

The mean score for the counselors with high caseload sizes was 11.29 with a variance of 11.31 while the counselors with low caseload sizes had a mean of 10.2 with a variance score of 10.84. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.088 which was not a significant value meaning there is no correlation between caseload size and a negative work environment.

Does caseload size determine deterioration of personal life?

The mean score for the counselors with high caseload sizes was 9.48 with a variance of 11.35 while the counselors with low caseload sizes had a mean of 8.92 with a variance score of 9.16. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.352 which was not a

significant value meaning there is no correlation between caseload size and deterioration of personal life.

Variable 2: Years of Experience on Exhaustion, Negative Work Environment, and Deterioration of Personal Life

In identifying whether years of experience influences exhaustion, negative work experience, and deterioration of personal life the researcher designated two categories, those counselors who have been in the profession for 10 years or less and those who have been counseling for over 10 years.

Does work experience determine exhaustion?

The mean score for the counselors with over 10 years of experience was 12.25 with a variance of 10.22 while the counselors with fewer than 10 years of experience had a mean of 11.72 with a variance score of 12.65. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.380 which was not a significant value meaning there is no correlation between work experience and exhaustion.

Does work experience determine negative work environment?

The mean score for the counselors with over 10 years of experience was 10.57 with a variance of 12.42 while the counselors with fewer than 10 years of experience had a mean of 10.55 with a variance score of 9.76. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.979 which was not a significant value meaning there is no correlation between work experience and a negative work environment.

Does work experience determine deterioration of personal life?

The mean score for the counselors with over 10 years of experience was 9.24 with a variance of 10.94 while the counselors with fewer than 10 years of experience had a mean of

8.94 with a variance score of 8.61. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.602 which was not a significant value meaning there is no correlation between work experience and deterioration of personal life.

Variable 3: School Setting on Exhaustion, Negative Work Environment, and Deterioration of Personal Life

In identifying whether school setting influences exhaustion, negative work experience, and deterioration of personal life the researcher combined the data from suburban and rural school settings and compared it to the data from an urban school setting.

Does school setting determine exhaustion?

The mean score for the counselors in suburban/rural school settings was 11.95 with a variance of 11.17 while the counselors in the urban setting had a mean of 12.26 with a variance score of 11.96. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.677 which was not a significant value meaning there is no correlation between school setting and exhaustion.

Does school setting determine negative work environment?

The mean score for the counselors in suburban/rural school settings was 10.44 with a variance of 12 while the counselors in the urban setting had a mean of 11 with a variance score of 8.16. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.457 which was not a significant value meaning there is no correlation between school setting and negative work environment.

Does school setting determine deterioration in personal life?

The mean score for the counselors in suburban/rural school settings was 9.27 with a variance of 10.69 while the counselors in the urban setting had a mean of 8.5 with a variance score of 6.58. After conducting a t-test the $P(T \leq t)$ two tailed score was 0.264 which was not a

significant value meaning there is no correlation between school setting and deterioration in personal life.

After conducting an ANOVA regression analysis, a Significance F score of 2.821 shows a significant relationship between exhaustion and negative work environment with a Pearson Product Correlation Coefficient of 0.596 (59.6% related). The Significance F score of 2.535 shows a significant relationship between exhaustion and deterioration of personal life with a Pearson Product Correlation Coefficient of 0.6968 (69.7% related). Also, the Significance F score of 1.200 shows a significant relationship between negative work environment and deterioration of personal life with a Pearson Product Correlation Coefficient of 0.561 (56.1% related).

Discussion

The researcher hypothesized that large caseloads, lengthy work experience, and an urban setting would be the catalyst for burnout in School Counselors. This study revealed that caseload size definitely impacts exhaustion while all other correlations did not seem to have any significance or correlation. The finding regarding caseload size is especially relevant considering that ASCA recommends a student to counselor ratio of 250 -1 (ASCA, 2010). This study also revealed that caseload size did not determine a negative work environment and deterioration in personal life. With the increased demands that accompany working with a larger caseload, the data did not support the researcher's hypothesis that school counselor's personal life would suffer due to having to spend personal time completing work. The researcher also believed that larger caseloads would also mean more demands from teachers and administrators as well as a higher standard of accountability for counselor performance which would result in feelings of a negative work environment.

Although the findings did not suggest any significant positive correlations outside of the caseload size and exhaustion, it is important to note that some of the questions from the Counselor Burnout Inventory scored significantly higher in percentage than others. Questions such as, “I feel frustrated with the system in my workplace”, “I feel bogged down by the system in my workplace”, “Due to my job as a counselor, I feel overstressed”, and “Due to my job as a counselor, I feel tightness in my back and shoulders” all scored 70% or higher as being sometimes true, often true, or always true. The question, “Due to my job as a counselor, I feel tired most of the time”, scored the highest percentage with 82% stating that this was sometimes, often, or always true. Although the data shows that there are no significant positive correlations, the high number of counselors who experience these symptoms of burnout is not to be minimized or ignored. The question that was scored the lowest percentage by participants was, “My relationships with family members has been negatively impacted”, with 27.9% stating that this was sometimes, often, or always true. The protective factor of maintaining healthy relationships with family members could be one reason why some of the school counselors are not burned out. Overall, the deterioration in personal life questions had the lowest percentages of counselors feeling the statements were sometimes, often, or always true. These findings suggest that friends, family, and personal interests play a part in maintaining counselor wellness and preventing burnout.

Surprisingly, the exhaustion levels of veteran counselors (over 10 years) and those counselors who have been counseling for 10 or fewer years were not very different. The mean scores were very close with a difference of .53 between the two. One would assume that as one spends more and more time in the counseling profession the more likely one will feel burned out. This data suggests that throughout the work experience years in school counseling there are some

self-sustaining behaviors and environmental factors that can sustain counselor's effectiveness and prevent burnout.

The school setting did not seem to determine exhaustion, negative work environment, or deterioration in personal life in any way. The mean scores of the suburban/rural group and the urban group were very closely related. The t-test showed that the school setting variable was not even close to being a significant determinant of exhaustion, negative work environment, or deterioration in personal life. There did however seem to be more variation in answers in the suburban/rural group in negative work environment and deterioration in personal life.

The data also proves that there are significant relationships that exist among exhaustion, negative work environment, and deterioration in personal life. The strongest of these relationships exist between exhaustion and deterioration (69.7% related). The data suggests that the more exhausted a school counselor becomes the more his/her personal life begins to deteriorate. The data also suggests that the more exhausted the school counselor becomes he/she is 59.6% likely to experience feelings of a negative work environment.

Implications for School Counselors

Based on the caseload ranges as set out in the survey, results demonstrated that School Counselors with between 1 and 300 students on their caseloads reported the lowest burnout. Based on the findings the obvious implication for the school counseling profession is to maintain a caseload capacity of no more than 300 students per counselor. The data has shown that exhaustion results from high caseload numbers. Being that exhaustion, negative work environment, and deterioration in personal life are all related, according to the ANOVA tests, the impact of large caseloads for school counselors is a detriment to the school community as well as to the counselor.

School counselors see a variety of individual crises and are responsible for ensuring that they have the competence to handle those crises (Stephen, 2005). If crisis intervention training is not specifically built into a master's program or in-service training for the school district, it then becomes the responsibility of the school counselors to ensure that they get the training needed, whether through seeking peer supervision, attending conferences or workshops, or finding other resources to provide knowledge and support in a crisis (Stephen, 2005).

Another implication for school counselors is the reiteration of the importance of support. One of the supports rated as especially helpful is other school counselors, either on-site or in other schools (Stephen, 2005). In creating an interconnected school counseling community, school counselors can provide each other with support and also provide resources, information, training, consultation, and peer supervision (Sutton & Fall, 1995). Networking with other school counselors, either formally or informally is not only important to better servicing the student population, but also in reducing burnout among school counselors (Sutton & Fall, 1995).

Recommendations for Counseling Practice and Future Research

Data has shown that caseload size does impact whether school counselors feel exhausted but it is also important to note that the likelihood of school counselor caseloads dropping to ASCA's recommended 250 students per counselor is not likely. Hiring more skilled School Counselors will provide additional support to the student population as well as relieve the added stress of overwhelmingly large caseload sizes.

Further research on how School Counselor's personal relationships with family and friends can contribute to wellness will be helpful in identifying some self-sustaining behaviors that counselors should be aware of. Building interconnected systems of support inside and

outside of school with family, friends, and other professionals will strengthen school counselor's resilience and increase feelings of wellness.

A qualitative study interviewing students about their perceptions of their school counselor may provide more specific insight into the importance of the school counselor role. Questions that detail a student's perception of their school Counselor's accessibility, supportive nature, and empathy level can give direction to what is already being done and begin the conversation around how to strengthen the counselor client partnership.

Limitations

First, this research was only given to those School Counselors who are members of the New York State School Counselors Association. Those who are members of a professional organization may use their membership as a source of support which may affect burnout rates. This researcher also believes that self-reporting around things such as counselor competence and devaluing of the client may deter some individuals from reporting answers honestly or taking the survey at all.

Conclusion

Counselors who work in environments that foster interaction with colleagues, regular self-care activities, and offers manageable caseloads of clients dealing with trauma are less likely to experience negative thoughts and feelings of the profession that could lead to burnout and a state of not being well (Cummins, p. 43). Because counselors are working with populations whose work affects them so directly, maintaining wellness, preventing burnout, and avoiding impairment are key to providing good therapeutic care. "When counselors take better care of themselves, there is a positive effect on their ability to meet the needs of their clients" (Lawson, 2007).

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Appendix A

Counselor Burnout Inventory-Demographic Questions Responses

How many students do you currently service on your caseload?		
Answer Options	Response Percent	Response Count
1-100	12.1%	18
101-200	20.1%	30
201-300	33.6%	50
301-400	18.8%	28
401 or more	15.4%	23
<i>answered question</i>		149
<i>skipped question</i>		0

What school setting do you currently work in?		
Answer Options	Response Percent	Response Count
Urban	27.5%	41
Suburban	41.6%	62
Rural	30.9%	46
<i>answered question</i>		149
<i>skipped question</i>		0

How many years of experience do you currently have as a School Counselor?		
Answer Options	Response Percent	Response Count
Under 3 years	10.7%	16
3-10 years	36.2%	54
Over 10 years	53.0%	79
<i>answered question</i>		149
<i>skipped question</i>		0

Please select your age range.		
Answer Options	Response Percent	Response Count
18-25	2.7%	4
26-33	18.8%	28
34-41	30.2%	45
42-49	19.5%	29
50 +	28.9%	43
<i>answered question</i>		149
<i>skipped question</i>		0

Which Region of New York State do you currently reside?		
Answer Options	Response Percent	Response Count
Chautauqua Allegheny Region: Allegany, Cattaraugus, Chautauqua	2.7%	4
Niagara Frontier: Erie, Genesee, Niagara, Orleans, Wyoming	3.4%	5
Finger Lakes: Cayuga, Chemung, Cortland, Livingston, Monroe, Onondaga, Ontario, Schuyler, Steuben, Tioga, Tompkins, Wayne, Yates	28.2%	42
Thosand Islands: Jefferson, Oswego, St. Lawrence	3.4%	5
The Adirondacks: Clinton, Essex, Franklin, Fulton, Hamilton, Herkimer, Lewis, Warren, Washington	4.0%	6
Central Leatherstocking: Broome, Chenango, Madison, Montgomery, Oneida, Otsego, Schoharie	6.7%	10
Capital Region: Albany, Rensselaer, Saratoga, Schenectady	5.4%	8
The Catskills: Delaware, Greene, Sullican, Ulster	0.7%	1
Hudson Valley: Columbia, Dutchess, Orange, Putnam, Rockland, Westchester	18.1%	27
Long Island: Nassau, Suffolk	6.7%	10
New York City: Manhattan, Brooklyn, Bronx, Queens, Staten Island	20.8%	31
	<i>answered question</i>	149
	<i>skipped question</i>	0

Appendix B

Counselor Burnout Inventory Exhaustion Questions

Due to my job as a counselor, I feel tired most of the time.		
Answer Options	Response Percent	Response Count
Never True	5.2%	7
Rarely True	12.7%	17
Sometimes True	42.5%	57
Often True	34.3%	46
Always True	5.2%	7
<i>answered question</i>		134
<i>skipped question</i>		15

I feel exhausted due to my work as a counselor.		
Answer Options	Response Percent	Response Count
Never True	10.3%	14
Rarely True	22.1%	30
Sometimes True	37.5%	51
Often True	27.9%	38
Always True	2.2%	3
<i>answered question</i>		136
<i>skipped question</i>		13

Due to my job as a counselor, I feel overstressed.		
Answer Options	Response Percent	Response Count
Never True	5.9%	8
Rarely True	21.3%	29
Sometimes True	41.2%	56
Often True	24.3%	33
Always True	7.4%	10
<i>answered question</i>		136
<i>skipped question</i>		13

Due to my job as a counselor, I feel tightness in my back and shoulders.		
Answer Options	Response Percent	Response Count
Never True	14.8%	20
Rarely True	14.8%	20
Sometimes True	46.7%	63
Often True	16.3%	22
Always True	7.4%	10
	<i>answered question</i>	135
	<i>skipped question</i>	14

Appendix C

Counselor Burnout Inventory Negative Work Environment Questions

I am treated unfairly in my workplace.		
Answer Options	Response Percent	Response Count
Never True	24.3%	33
Rarely True	39.0%	53
Sometimes True	28.7%	39
Often True	7.4%	10
Always True	0.7%	1
<i>answered question</i>		136
<i>skipped question</i>		13

I feel negative energy from my supervisor.		
Answer Options	Response Percent	Response Count
Never True	29.6%	40
Rarely True	40.0%	54
Sometimes True	18.5%	25
Often True	8.9%	12
Always True	3.0%	4
<i>answered question</i>		135
<i>skipped question</i>		14

I feel bogged down by the system in my workplace.		
Answer Options	Response Percent	Response Count
Never True	8.1%	11
Rarely True	19.9%	27
Sometimes True	37.5%	51
Often True	25.7%	35
Always True	8.8%	12
<i>answered question</i>		136
<i>skipped question</i>		13

I feel frustrated with the system in my workplace.		
Answer Options	Response Percent	Response Count
Never True	6.0%	8
Rarely True	17.2%	23
Sometimes True	43.3%	58
Often True	23.9%	32
Always True	9.7%	13
	<i>answered question</i>	134
	<i>skipped question</i>	15

Appendix D

Counselor Burnout Inventory Deterioration of Personal Life Questions

My relationships with family members have been negatively impacted by my work as a counselor.		
Answer Options	Response Percent	Response Count
Never True	41.9%	57
Rarely True	30.1%	41
Sometimes True	23.5%	32
Often True	4.4%	6
Always True	0.0%	0
<i>answered question</i>		136
<i>skipped question</i>		13

I feel like I do not have enough time to engage in personal interests.		
Answer Options	Response Percent	Response Count
Never True	12.7%	17
Rarely True	26.9%	36
Sometimes True	35.8%	48
Often True	21.6%	29
Always True	3.0%	4
<i>answered question</i>		134
<i>skipped question</i>		15

I feel I do not have enough time to spend with my friends.		
Answer Options	Response Percent	Response Count
Never True	15.8%	21
Rarely True	33.1%	44
Sometimes True	35.3%	47
Often True	15.8%	21
Always True	0.0%	0
<i>answered question</i>		133
<i>skipped question</i>		16

I feel I have poor boundaries between work and my personal life.		
Answer Options	Response Percent	Response Count
Never True	38.8%	52
Rarely True	32.8%	44
Sometimes True	21.6%	29
Often True	6.7%	9
Always True	0.0%	0
	<i>answered question</i>	134
	<i>skipped question</i>	15

Appendix E

Counselor Burnout Inventory
Counselor Education Program
Korea University

Instructions: This questionnaire is designed to measure the counselor's burnout level. There are no right or wrong answers. Try to be as honest as you can. Beside each statement, circle the number that best describes how you feel.

	1 Never True	2 Rarely True	3 Sometime s True	4 Often True	5 Always True
1. Due to my job as a counselor, I feel tired most of the time.	1	2	3	4	5
2. I feel I am an incompetent counselor.	1	2	3	4	5
3. I am treated unfairly in my workplace.	1	2	3	4	5
4. I am not interested in my clients and their problems.	1	2	3	4	5
5. My relationships with family members have been negatively impacted by my work as a counselor.	1	2	3	4	5
6. I feel exhausted due to my work as a counselor.	1	2	3	4	5
7. I feel frustrated by my effectiveness as a counselor.	1	2	3	4	5
8. I feel negative energy from my supervisor.	1	2	3	4	5
9. I have become callous toward clients.	1	2	3	4	5
10. I feel like I do not have enough time to engage in personal interests.	1	2	3	4	5
11. Due to my job as a counselor, I feel overstressed.	1	2	3	4	5
12. I am not confident in my counseling skills.	1	2	3	4	5
13. I feel bogged down by the system in my workplace.	1	2	3	4	5
14. I have little empathy for my clients.	1	2	3	4	5
15. I feel I do not have enough time to spend with my friends.	1	2	3	4	5
16. Due to my job as a counselor, I feel	1	2	3	4	5

tightness in my back and shoulders.					
17. I do not feel like I am making a change in my clients.	1	2	3	4	5
18. I feel frustrated with the system in my workplace.	1	2	3	4	5
19. I am no longer concerned about the welfare of my clients.	1	2	3	4	5
20. I feel I have poor boundaries between work and my personal life.	1	2	3	4	5

Preliminary Scoring Information for the Counselor Burnout Inventory

This inventory is designed to assess the five dimensions of counselor burnout.

Dimension 1 = Exhaustion

Item 1, Item 6, Item 11, Item 16

Dimension 2 = Incompetence

Item 2, Item 7, Item 12, Item 17

Dimension 3 = Negative Work Environment

Item 3, Item 8, Item 13, Item 18,

Dimension 4 = Devaluing Client

Item 4, Item 9, Item 14, Item 19

Dimension 5 = Deterioration in Personal Life

Item 5, Item 10, Item 15, Item 20