

Abstract of Doctoral Dissertation

Construction of the school counseling model from the perspective of community psychology

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This study aims to discuss the community approach used in schools; community approach is based on the community psychological theory.

Chapter 1 revealed that no standard model about school counseling exists in Japan, unlike in the United States.

In Chapter 2, the meaning of “community” and the individualities of community psychology have been explained. It was found that community in community psychology indicates one that is functional. In addition, some components about the practices in community psychology were found by classifying practical researches.

In Chapter 3, by researching the type of tasks done by three school counselors working in one school on every working day, it was revealed that primary prevention got more than secondary and tertiary prevention. Moreover, some individual counseling activities were revealed through a questionnaire survey.

In Chapter 4, the precondition, eight basic policies, and activities that school counselors having the viewpoint of community psychology should do were described. The eight basic policies were approach for the system and environment, performing activities for support and not for insight, creating support activities based on both developmental and repair models, emphasizing prevention, emphasizing indirect support, conducting activities based on evidence, supporting the introduction of new changes, and aiming toward improving social support.

In the last chapter, the activities of school counselors are classified according to the ones for supporting children and parents, collaborating with teachers, supporting the school, and collaborating with other organizations.

This study revealed that the approach of community psychology is appropriate for use in schools. By having a community psychological viewpoint, school counselors can undertake and conduct a wider range of activities.