Dissertation Title: Development and Implementation of a Social-Justice-Focused School Counselor Education Curriculum and its Impact on Social Justice Attitudes and Beliefs, Self-Efficacy, and Perceived Knowledge

Author: Shannon M. Romagnolo

Abstract

In this two-phase investigation, I (a) developed a curriculum for school counselor educators to utilize in preparing trainees to engage in social justice practices (SJPs), (b) implemented the curriculum with students enrolled in a counseling course for intervention fidelity, and (c) revised the lessons for a quasi-experimental study to evaluate post-intervention differences in social justice attitudes and beliefs, self-efficacy, and knowledge of social justice practices between school counselor trainees (SCTs) in a treatment group ($n = 25$) and control group ($n = 23$). I examined the effects of group membership and time on overall assessment scores using a one-between, one within multiple analysis of variance (MANOVA) and the effects of group membership and time with respect to each construct individually using a repeated-measures analysis of variance (ANOVA).

I provide a thorough review in literature in which I discuss the theoretical foundations of the constructs and empirical studies that informed this investigation. Additionally, I discuss the research design and methods, including instrumentation, sampling procedures, and statistical analyses in addition to a thorough description of how I developed, evaluated, and revised the curricular intervention. Finally, I discuss the relationship of this study to existing literature, areas for future research, limitations of the study, and practical implications for both school counselors and counselor educators.
Through this study, I found no significant effect for time and group membership on overall assessment scores; however, I did find significant effect for general social justice attitudes and beliefs, self-efficacy, and knowledge of social justice practices.