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**TITLE: EFFECTIVENESS OF ONLINE PLATFORMS IN
ENHANCING COUNSELLING SERVICES IN SCHOOLS**

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Abstract

This study is conducted in a high-ability all-girls' Secondary School where counselling services are provided. Since 2008, every school in Singapore is staffed with at least one full-time counsellor to work with students exhibiting high-risk behaviours like delinquency, substance abuse or other problematic behaviours. However, most students approach a school counsellor for help only as a last resort, because of the inaccessibility of the counselling service and the stigma of counselling amongst adolescents.

Studies have shown that the use of social media and online platforms have positive benefits on supporting counselling services and promoting young people's well-being. This paper explores how the use of social media (Facebook, Twitter and Ask.fm) and online platforms (website, online calendar and online appointment booking system) can enhance counselling services in the school. The study focuses on: (1) the accessibility of counselling services through the use of online platforms; (2) the reduction of stigma in counselling through the use of social media, and (3) the effectiveness of social media in providing counselling resources to students seeking help.

This study uses primarily qualitative analysis based on in-depth interviews as well as analysis of students' written feedback given through social media. The interviews were conducted with a sample of 15 female students aged 14 to 16 years old. Trend data on the number of counselling cases and self-referrals in the school from 2012 – 2014 was also analysed to triangulate the data.

The research findings show that social media and online platforms effectively enhanced counselling services in the school, and should be utilised as a complementary tool to face-to-face sessions. The research findings also highlight the importance of social media and online platforms in re-defining the traditional role and outlook of school counsellors.

INTRODUCTION

In the past decade, the Ministry of Education (MOE) of Singapore recognised that besides focusing on the academic needs of the students, it is important to address the social emotional needs of the students. Teachers were expected to deliver lessons in class and to also attend to the social and emotional needs of the students. However, it became clear that this model was not effective because teachers did not have the training and expertise to deal with such issues. Hence, MOE mandated that by 2008, every school in Singapore is to be staffed with at least one full-time counsellor to work with the students (FY2005 Committee of supply debate).

While every school has a counsellor, there have been some challenges in the school counselling field to effectively provide counselling services to the students. Due to the stigma associated to seeing a school counsellor and also the inaccessibility of counselling services (Le Surf & Lynch, 1999; Magen & Chen, 1988), most students tend to consider seeking consultation with a school counsellor as the last resort. Furthermore, their teachers usually refer students to see a school counsellor if they exhibit problematic behaviours in class, so seeing a school counsellor has a negative connotation attached to it. Thus, the school faces the challenge of reaching out to students who experience emotional distress to voluntarily seek help. This is especially true for Secondary School students because adolescents are more resistant to help-seeking behaviour as they do not think that adults will understand their problems, and they do not want their friends and teachers to have a poor perception of them.

In view of the increasing popularity of students using the Internet and social media to address their mental health concerns (Rickwood, 2012), counsellors can reach out to students through online platforms in order to meet the needs of the students beyond the classroom and the counselling room (Heiberger & Junco, 2011; Yapple, 2014). This paper provides an exploratory study of the effectiveness of online platforms in enhancing the counselling services in schools. The paper explores two aspects of online platforms: The first aspect refers to the use of the counsellor's website, online calendar and online appointment system to facilitate access to the student population as well as to provide information about counselling and services provided by the school counsellor. The second aspect refers to the use of social media, namely, Facebook, Twitter and Ask.fm, to reach out to the student population as an interactive medium to facilitate exchange of information, which may interest the students.

METHODS

Research questions

The paper explored the following research questions:

- Do online platforms make counselling services more accessible?
- Does the use of social media reduce the stigma of counselling?
- How effective is social media as an indirect counselling resource?

Setting

The study was conducted in a high-ability all-girls' Secondary School in Singapore. The students in the school are aged 13 to 16 years old. The school's academic curriculum and programme requires all students to be equipped with a personal laptop which they use during lessons as well as to access online resources, announcements and communication with their school mates and teachers.

The study was based on the use of the social media and online platforms set up by the school counsellor. The school counsellor's website www.michellekoay.com (Koay, n.d.) (Figure 1) provides information about the school counsellor's education background and experience, what to expect during counselling, counselling services provided, recorded talks and presentations by the school counsellor, online calendar to show the availability of the school counsellor and an online appointment booking system which is linked to the school's secured network. The Facebook page <https://www.facebook.com/heartfelt.connections> (Koay, n.d.) (Figure 2) posts a variety of material such as motivational quotes, inspirational videos and mental health related articles. The Twitter account https://twitter.com/Michelle_Koay (Koay, n.d.) (Figure 3) tweets material shared on Facebook and Ask.fm and re-tweets from other related resources. The Ask.fm page http://ask.fm/Michelle_Koay (Koay, n.d.) (Figure 4) is a platform for the school counsellor to respond to questions posed by students about problems they face.



Figure 1 School Counsellor's website www.michellekoay.com (Koay, n.d.)

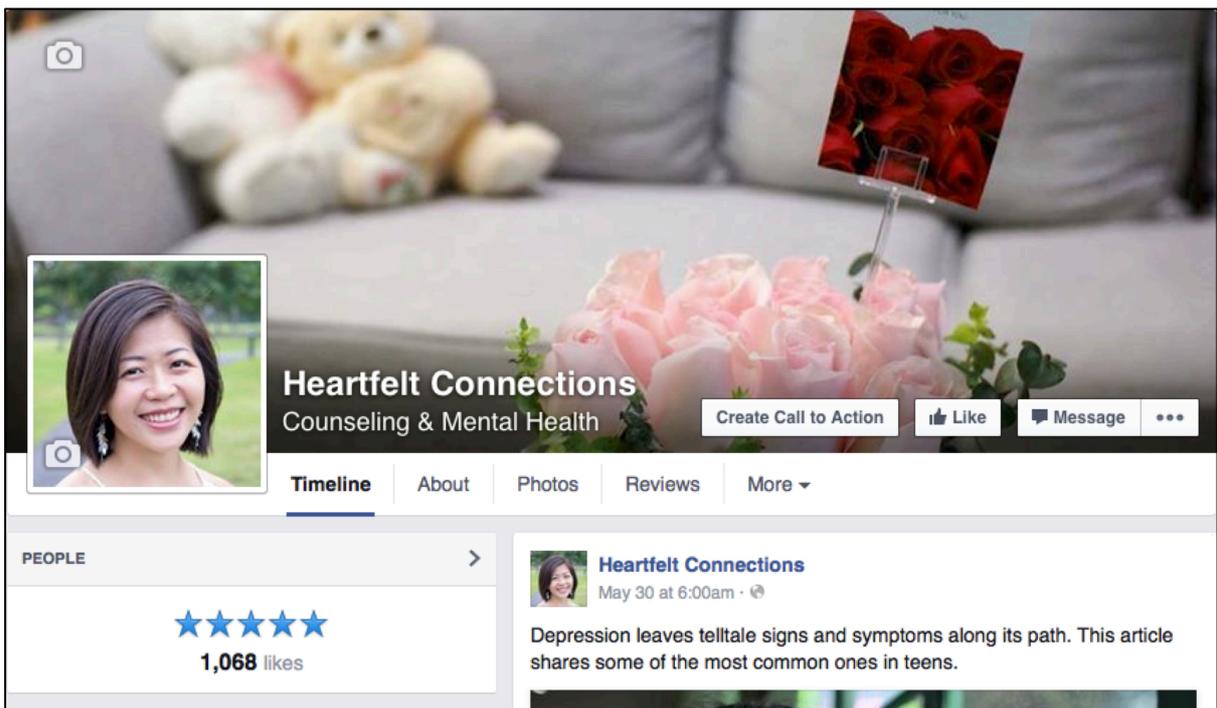


Figure 2 School Counsellor's Facebook page <https://www.facebook.com/heartfelt.connections> (Koay, n.d.)



Figure 3 School Counsellor’s Twitter account https://twitter.com/Michelle_Koay (Koay, n.d.)

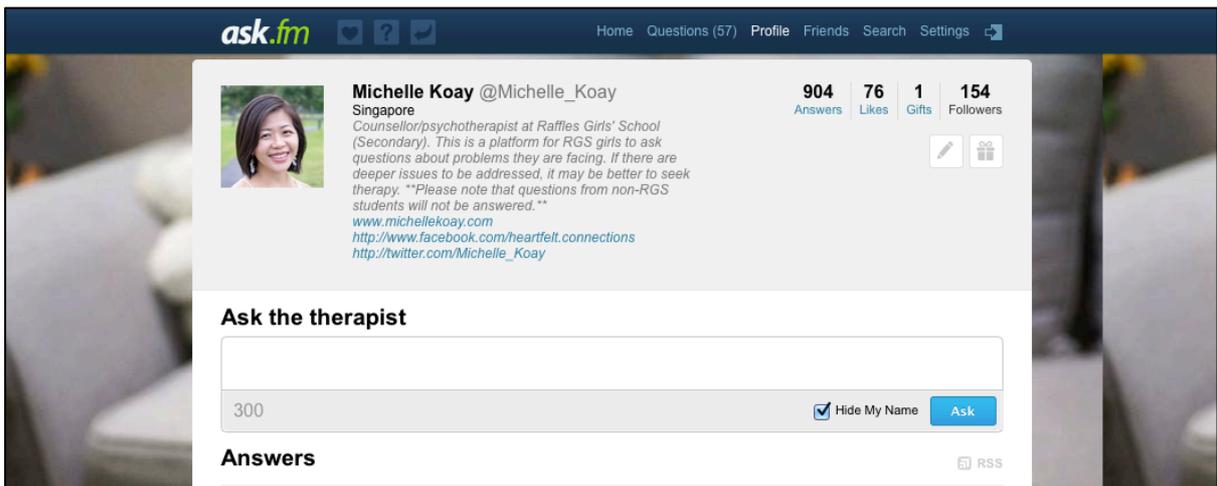


Figure 4 School Counsellor’s Ask.fm page http://ask.fm/Michelle_Koay (Koay, n.d.)

Research design

Terminologies

The term “school counsellor” refers to a counsellor or psychotherapist who focuses mainly on the pastoral care of the students by attending to their social and emotional needs. Students may approach the school counsellor for their career or academic concerns but those are typically addressed by the “education and guidance counsellor”.

“Social media” refers to platforms on the World Wide Web, or the Internet, which allow users to interact with one another and to share and exchange information (Kaplan & Haenlein, 2010; Kolmes, 2010). Table 1 (Kaplan & Haenlein, 2010) shows the classification of the types of social media platforms.

Table 1 Classification of types of social media platforms (Kaplan & Haenlein, 2010)

		Social presence / Media richness		
		Low	Medium	High
Self- presentation / Self- disclosure	High	Blogs	Social networking sites (eg. Facebook)	Virtual social worlds (eg. Second life)
	Low	Collaborative projects (eg. Wikipedia)	Content communities (YouTube)	Virtual game worlds (eg. World of Warcraft)

Although counsellors may have the greatest impact on the students by engaging them in virtual social worlds, the students in the school studied do not utilise this platform. Hence, the research focuses mainly on social networking sites, which are high in self-presentation or self-disclosure, and medium in social presence or media richness.

Conceptual Definitions

This research investigates the effect of social media in enhancing counselling services namely in increasing the accessibility of counselling services, reduction of stigma of counselling and in the provision of counselling resources. These variables are discussed in greater detail below.

i. Accessibility of counselling services

According to ReachOut.com Professionals (2014), individuals can benefit from counselling services if they are easily accessible online. Teenagers prefer to access the services online because they find it more convenient to have the resources at any time of the day. In addition, by remaining anonymous, teenagers are more comfortable with self-disclosure. Further to that, a study conducted by The Pew Research Center (Madden, Lenhart, Cortesi, Gasser, Duggan, Smith & Beaton, 2013) found an increasing trend of teenagers who use social media from 55% in 2006 to 81% in 2012. The study also showed that more female teenagers use social media as compared to male teenagers and they access the platforms more frequently within the day.

Although there are no studies in Singapore to explore the gender differences in the use of social media, a parallel can be drawn to the local context to make counselling services more accessible to the female students through social media.

ii. Reduction of stigma of counselling

Due to the stigma of mental illness (Davey, 2013), people are less likely to seek help because they do not wish to be perceived as having undesirable qualities and thus be discriminated in school or at work (Link & Phelan, 2006; Corrigan, Druss & Perlick, 2014). Individuals tend to avoid counselling for fear of being judged by others and that by seeking help, they are at risk of being seen as inadequate and unable to manage their issues on their own (Vogel, Wester & Larson, 2007).

Adolescents, in particular, are less likely to seek help from counsellors because they do not wish that their peers view them differently and may not be open to having them in the same peer group (Vogel et al., 2007). During the developmental stage of adolescence, adolescents value independence and autonomy so they may avoid help-seeking behaviours.

Social media can reduce the stigma of counselling by giving people a platform to talk about mental health concerns, access more resources to deal with their issues and explore ways to help their friends and family (Dyak, 2014; Yuhas, 2014; Cresci, 2015).

iii. Effectiveness of social media in providing counselling resources

Research has shown that adolescents tend to use social media to express their feelings and reach out to others for help (Nauert, 2013). In fact, adolescents also turn to the Internet and social media for information on various mental health issues.

Counsellors can thus use social media to disseminate counselling resources to outreach to adolescents. Scholars such as Christensen (2014) opined that since social media is capable of engaging people and various communities, and to provide information to people, social media can be used as a platform to reach out to specific target population. These resources are also useful to improve the mental health of the community, as well as to connect people and communities who have mental health concerns.

There are also several studies, which showed that clients benefited from online interactions with their counsellors (Kaplan, Wade, Conteh & Martz, 2011). According to Shallcross (2011), it is more likely for people to consider accessing counselling resources on counsellors' social media platforms if they would like to seek help or refer someone for help.

Research Method

The paper is based on a mixed methods research (Creswell, 2003), which makes use of a combination of qualitative and quantitative data to explore the research questions. The qualitative data is obtained by analysing the content of: (1) in-depth semi-structured interviews conducted by the author with a sample of 15 students in the school; and (2) unsolicited feedback from the students on Twitter and Ask.fm. In order to triangulate the data, quantitative analysis of the trend data on the number of counselling cases in the school from 2012 to 2014 and the proportion of self-referrals in 2013 and 2014 were examined. Trend data was also obtained from the number of questions posed on Ask.fm by the students since its inception in October 2013.

The call for students to be interviewed was done by an announcement on the school counsellor's social media sites on Facebook (Koay, 2014) (Figure 5), Twitter (Koay, 2014) (Figure 6) and Ask.fm (Koay, 2014) (Figure 7). As this was a school-based research, the students were briefed on the nature of the research and assured that any identifiable information will be kept confidential. In addition, the students' parents were informed about their daughters' participation in the research and their consent was sought.

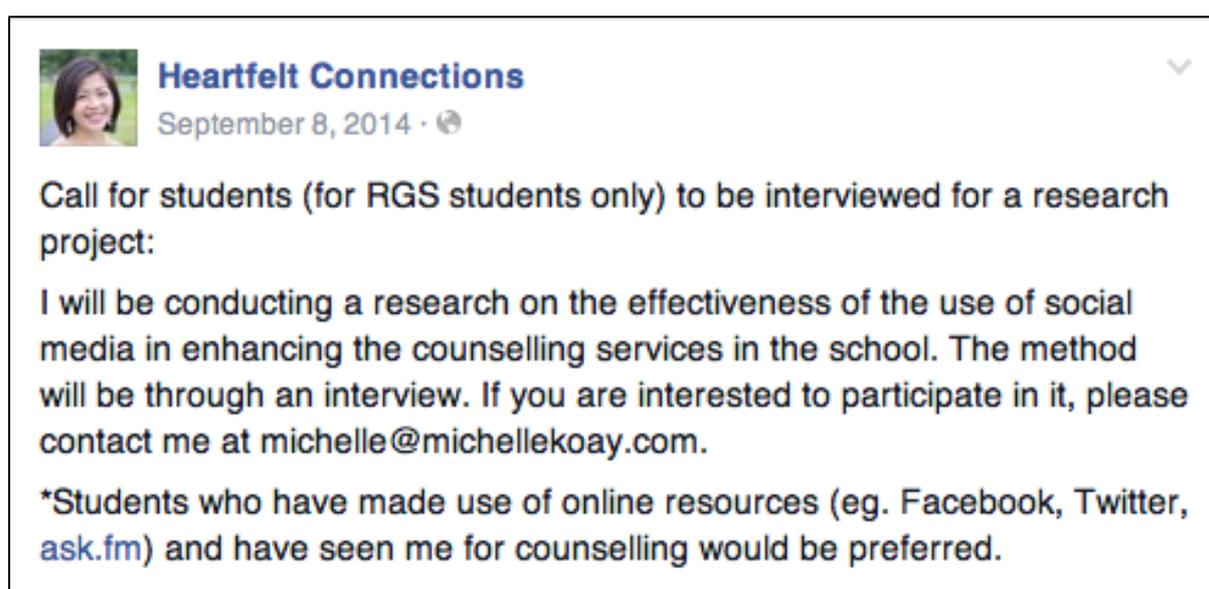


Figure 5 Call for students to participate in research project on Facebook (Koay, 2014)

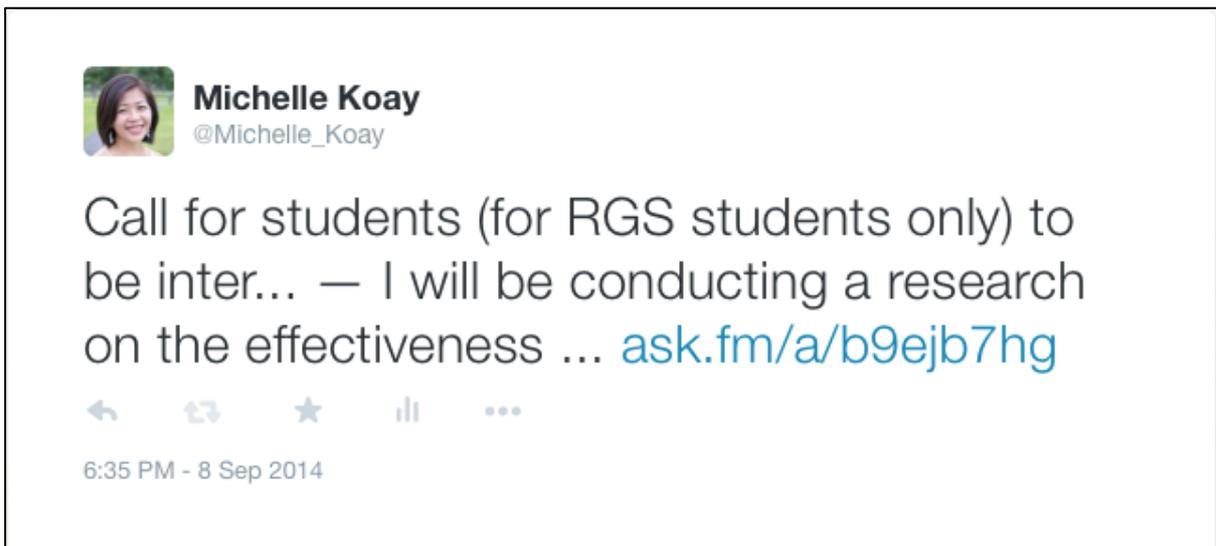


Figure 6 Call for students to participate in research project on Twitter (Koay, 2014)

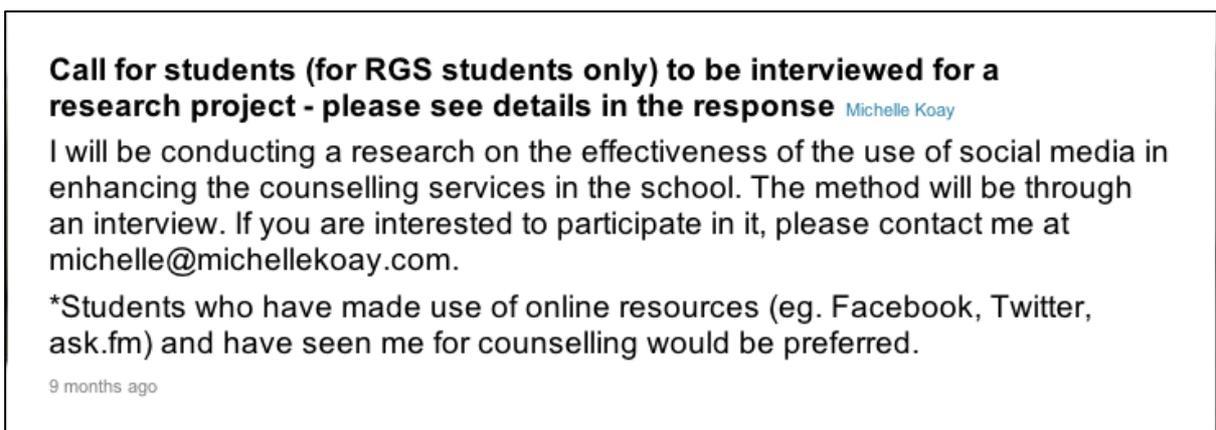


Figure 7 Call for students to participate in research project on Ask.fm (Koay, 2014)

The students were asked the following questions during the interview:

- Which social media and online platforms set up by the school counsellor have you used?
- How accessible do you think the counselling services are because of the online platforms?
- How effective do you think the use of social media has helped to reduce the stigma of school counselling?
- How effective do you think social media is to provide counselling resources for students seeking help?
- What suggestions and do you have with regards to the usefulness of other social media platforms in providing help for students and reaching out to the school population?

RESULTS

Participants

15 female students aged 14 to 16 years old volunteered to participate in the interview (see Table 2 for details). There were 3 Year 2 (14 years old) students, 5 Year 3 (15 years old) students and 7 Year 4 (16 years old) students. Out of the 15 students, 6 were current clients, 6 were previously clients and 3 were not clients. Among the students interviewed, all the students used the school counsellor's website, 13 of them "like" her Facebook Page, 6 of them "follow" her Twitter account and 11 of them follow her Ask.fm page.

Table 2 Profile of students who participated in the interview

	Year	Client	Website	Facebook	Twitter	Ask.fm
Student A	2	No	Yes	Yes	No	Yes
Student B	2	Yes (current)	Yes	Yes	No	Yes
Student C	2	Yes (current)	Yes	Yes	No	No
Student D	3	No	Yes	No	No	Yes
Student E	3	Yes (current)	Yes	Yes	Yes	Yes
Student F	3	Yes (past)	Yes	Yes	Yes	Yes
Student G	3	Yes (current)	Yes	Yes	Yes	Yes
Student H	3	Yes (past)	Yes	Yes	No	Yes
Student I	4	No	Yes	Yes	No	Yes
Student J	4	Yes (current)	Yes	Yes	Yes	Yes
Student K	4	Yes (past)	Yes	Yes	Yes	Yes
Student L	4	Yes (past)	Yes	Yes	No	No
Student M	4	Yes (past)	Yes	Yes	No	No
Student N	4	Yes (past)	Yes	Yes	No	No
Student O	4	Yes (current)	Yes	No	No	No

Data analysis

The interviews were audio recorded, with the permission of the participants, and were transcribed to be analysed. The information was coded (Miles & Huberman, 1994) into data to derive meaningful themes, which were analysed to produce useful findings for the research.

Written feedback from the students was extracted from the social media platforms for the purpose of the study. The trend data was obtained from the database, which contained statistics of the counselling cases seen in the school.

Findings

i. Accessibility of counselling services

The research showed that the use of online platforms increased the accessibility of counselling services in the school. The students found it convenient to access counselling services because they were online. They highlighted that the services were available at any time of the day and at any location that they may be. They appreciated the flexibility of scheduling appointments and to have access to the real-time availability of the school counsellor. As the online platforms provided a wide range of information on various topics, the students can find out more about the respective topics at their own time. Since the resources are provided by the school counsellor, they felt that the information is more legitimate and can be trusted.

The following feedback (note the text in bold), which was extracted from Ask.fm (personal communication on Ask.fm), shows that students find it convenient to seek help through social media and appreciate the anonymity of the social media platform:

*“Hi ms koay, I think this is a great idea for us **who need help but are unable to get it immediately**. Thank you so much!” (6 October 2013)*

*“Hello thank you for answering our questions online! I find it **more convenient & less awkward** asking you for advice this way.” (17 October 2013)*

*“hi ms koay!!! Thank you for all your help! I think **reaching out to us through social media was really nice!** We appreciate your efforts **(to help us stay anonymous)**.” (11 November 2013)*

*“Hi Ms Michelle!! Really **appreciate your efforts to come on social media and help those who might prefer to stay anonymous** when seeking advice!” (5 April 2014)*

ii. Reduction of stigma of counselling

The research also showed that the use of social media reduces the stigma of counselling among the students in the school. The students felt that the stigma of counselling is reduced because they get to know the school counsellor better through the Facebook posts, tweets and Ask.fm responses. They shared that the familiarity of the school counsellor increases the approachability of the counsellor and reduces the fear of approaching the counsellor for help.

The following feedback, which was extracted from Twitter (Koay, n.d.), shows that the receptivity of the students to the school counsellor:

“SHE HAS TWITTER :O:O HAHAH she is so nice!!! I WANT TO GO BACK THERE AGAINNN!” (4 September 2013)

“Omg our school counsellor damn hip hahah following 40, but so many followers.” (20 September 2013)

“our school counsellor makes me feel that there is some hope left in this world.” (7 October 2013)

“I just feel so comforted when I read the school counsellor’s askfm.” (7 October 2013)

“ms koay’s askfm is my go-to places to feel happy and inspired.” (9 January 2014)

From the trend data, there was an increase in the total number of students seen from 2012 to 2014. There was a 17% increase between 2012 and 2013, and a 26% increase between 2013 and 2014. The data in 2013 and 2014 showed that 60% of the new cases were self-referrals. While these data may not be explicitly linked to social media, taken collectively with the analysis from the other data sources, social media may be an influencing factor in encouraging students – to be more open to seeing the school counsellor, particularly in view of the increase in self-referrals

iii. Effectiveness of social media in providing counselling resources

Finally, the research shows that social media is effective in providing counselling resources to students seeking help. The students found the Facebook posts useful, inspirational, informative and interesting. The students felt that Twitter was useful as a way to reach out to students who do not use Facebook or Ask.fm.

The students who used Ask.fm shared that this was the most effective social media platform because if they were afraid of seeing the school counsellor, they were still able to get some form of help by remaining anonymous. Two students interviewed used the platform to ask for advice on behalf of their friends who did not have an Ask.fm account. Five students who were clients shared that even though they were seeing the school counsellor regularly, they found it less anxiety provoking to pose questions on Ask.fm in between sessions. They found it easier to then draw the counsellor's attention to the question they asked in order to discuss more during the session. The students added that for more severe issues or more specific situations, it would be more beneficial to consult the school counsellor in a face-to-face session. The students who were not clients felt that the school counsellor's responses are likely to prompt students to schedule an appointment if they required further assistance.

The students felt that the therapeutic factor of universality (Yalom & Leszcz, 2005) is achieved through the Ask.fm platform because the questions and responses on Ask.fm are visible to all. Hence, other students who had similar issues may find the generic responses helpful. Universality in this context refers to the feeling that the students are not alone in their struggles and others experience similar issues too.

The following feedback (note the text in bold), which was extracted from Ask.fm (personal communication on Ask.fm), shows that students found Ask.fm to be an effective counselling resource:

*“Ms Koay I think this is a really **good idea!** :) Thanks for starting this up :)” (7 October 2013)*

*I just want to thank you for setting up this platform. I feel as if **I can relate to many of the problems** posted below, and now I know to do what I do feel the way those below feel. Thanks a bunch! (: <3” (7 October 2013)*

*Hi Ms Koay!! Just wanted to say **your advice is really heartening to hear and it’s very useful!!** thank you for helping me :)” (7 October 2013)*

*Hello Miss Koay, I am a student from RGS and I really admire **how you answer all the questions posted here and a lot of sensitivity and heart.** It is very assuring to have you as our counsellor, Thank you for everything!” (21 April 2014)*

Figure 8 shows the cumulative number of Ask.fm questions posed to the School Counsellor in October 2013 to June 2015. It can be seen that 94 questions were posed to the school counsellor during the first month. By the end of the first year since the account was set up, the school counsellor had responded to 590 questions. To date, the author receives an average of about 40 questions per month, which is indicative of the effectiveness of Ask.fm as a counselling resource for the students.

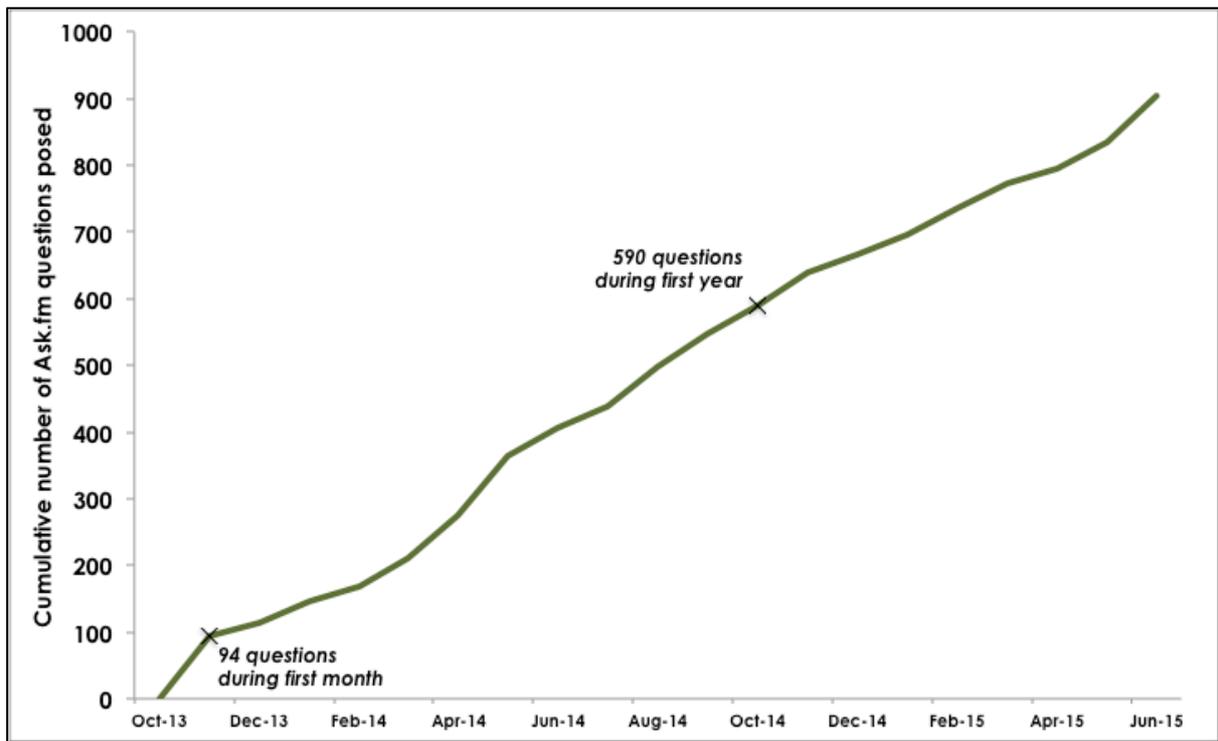


Figure 8 Cumulative number of Ask.fm questions posed to School Counsellor (October 2013 - June 2015)

DISCUSSION

The research findings show that social media and online platforms effectively enhanced the counselling services in the school. While the author noted that the research may not be transferrable to all school settings, this chapter provides recommendations that school counsellors may consider if they would like to make use of social media and online platforms to engage the students in their school.

Accessibility to the Internet & digital devices

The research is particularly applicable to school counsellors who work with students in secondary and post-secondary (including junior colleges, polytechnics, centralised institutes and institute of technical education) schools as compared to primary school children. These students are more likely to own personal digital devices like smartphones, tablets and laptops, in order to use the Internet and social media platforms for personal and academic purposes.

Choice of social media platforms

School counsellors should also consider the popularity of the social media platform used by the students in the school. School counsellors need to be adequately familiar with the social media platform of choice and consider strategies to remain active (Kaplan & Haenlein, 2010) on the platform. If the social media platform is not maintained and up to date, the students will not access the platform and the effort will be wasted.

When the author considered using social media to engage the clients, she decided to experiment this endeavour by developing a Facebook page for professional use (Koay, 2011) (Figure 8). Facebook was the most convenient choice because the author has a personal Facebook account due to the ease of use and learning.



Figure 9 First post on official "Heartfelt Connections" Facebook page (Koay, 2011)

The author found out during sessions that students also used Tumblr and Twitter, so she created professional accounts on those platforms as well. However, the author was not very familiar with those platforms and there was little activity on those platforms. Eventually, the Tumblr account was terminated in 2013. The author learnt that more students in the school were engaged on Twitter in 2013, thus she spoke to some of the students to find out more about how to use Twitter to share information (Kolmes, 2010).

Figure 9 shows a private Facebook message (personal communication, 28 September 2013) from one of the students to the author on her professional Facebook page to suggest that she considers creating an Ask.fm account to reach out to the students.

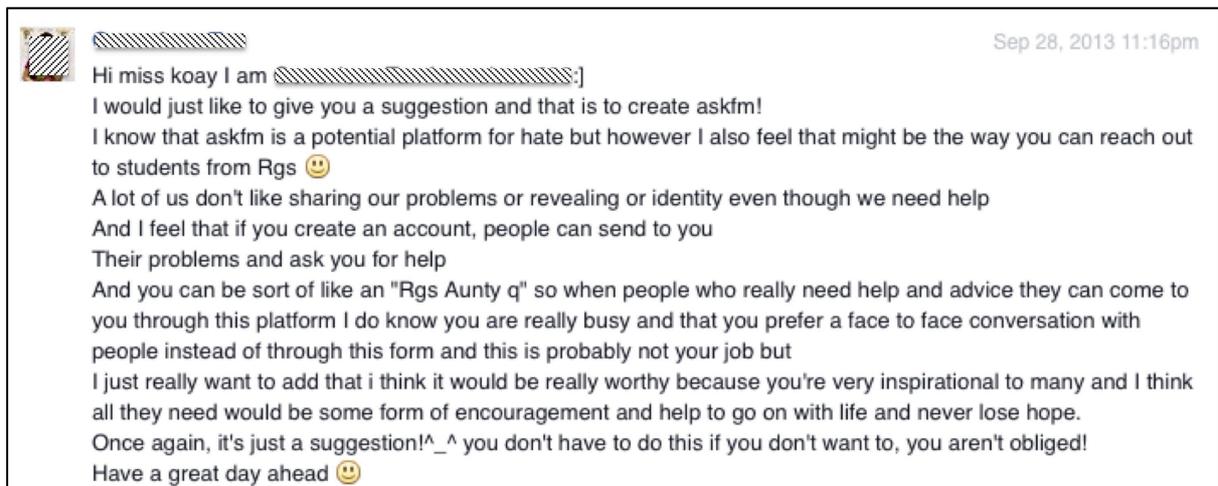


Figure 10 **Suggestion by student to create an Ask.fm account**

Initially, the author was apprehensive about using Ask.fm because there were several reports about cyber-bullying on that platform (NoBullying.com, 2014). However, since the suggestion came from a student, she decided to explore the possibility of using Ask.fm to reach out to the students. The author set up an Ask.fm account in October 2013 and observed that Ask.fm is well-received by the students. Students have been posing questions regularly to the author as shown in Figure 8.

Time spent on social media platforms

One of the challenges faced is that maintaining a social media platform can be time-consuming. As using social media can be addictive, school counsellors have to consider a plan on how much time to spend on the social media platform (LoFrisco, 2013). It is also ideal to focus on a few platforms instead of devoting time and energies on too many platforms. In fact, when the interviewees were asked for suggestions about using other social media platforms to reach out to the students, half of them responded that the author should not have too many social media platforms.

Networking with other counsellors

School counsellors can share links and posts from associated sites, which are already well established. This is one of the ways a counsellor can network with other professionals in the field who are already engaged on social media (Giurleo, 2011; LoFrisco, 2013), in order to share and exchange information. Figures 11 to 13 show the descriptions of some of the Facebook pages counsellors can consider obtaining mental health related materials from.

About Thrive- For Your Mind Matters	
Page Info Milestones	PAGE INFO
	Short Description THRIVE - Total Health Rich In Vitality and Energy
	Long Description THRIVE which stands for Total Health Rich In Vitality and Energy is a Community Mental Health Program managed by Khoo Teck P... See More
	Website http://thrive.org.sg/

Figure 11 Thrive-For your mind matters (n.d.) <https://www.facebook.com/THRIVESG>

About Time to Change	
Page Info Milestones	PAGE INFO
	Start Date Launched in October 2007
	Short Description We're Time to Change. With your help, we can end the stigma and discrimination experienced by people with mental health problems.
	Company Overview It's time to talk, it's Time to Change. It's time we were all able to talk openly about mental health. Find out more about the campaign and what you can do: www.time-to-change.org.uk/talk-about-mental-health
	Mission To inspire people to work together to end the discrimination surrounding mental health
	Website http://www.time-to-change.org.uk/

Figure 12 Time to Change (n.d.) <https://www.facebook.com/timetochange>

About GoodTherapy.org		
Page Info	PAGE INFO	
	Start Date	Founded on February 2, 2007
	Hours	No hours available
	Short Description	GoodTherapy.org is a leading online therapist directory and mental health resource dedicated to promoting ethical therapy and reducing stigma.
	Long Description	GoodTherapy.org helps people find trusted therapists and supports mental health professionals in growing their practices. Th... See More
	General Information	Therapist members of GoodTherapy.org receive client referrals, unlimited access to live and archived continuing education we... See More
	Mission	At GoodTherapy.org, we believe that all people are born with the capacity to grow, heal, and change. Far too often, people a... See More
	Phone	(888) 563-2112
	Email	support@goodtherapy.org
	Website	http://www.goodtherapy.org/

Figure 13 GoodTherapy.org (n.d.) <https://www.facebook.com/GoodTherapy.org>

Support from school management

School counsellors may find it challenging to convince the school management to consider using social media platforms to engage the students because of the emphasis of the dangers and risks of using social media (Lim, 2014) and not enough exploration of its benefits (Christensen, 2014). School counsellors can consider using the findings in this paper to support their initiative to use online platforms when engaging the school management.

The author did a trial on the social media platforms and obtained feedback from the students. Then, she used the information obtained to present her proposal to the school management to obtain their endorsement for her initiative. She also consulted the ICT (Information and Communications Technology) department to ensure that the social media platforms fulfilled the requirements in the AUP (Acceptable Use Policy) in the school.

Social media policy

School counsellors have to be familiar with the ethical use of the social media platform and it would be advisable to develop or adopt a social media policy of use.

The first aspect to address is with regards to confidentiality because the counsellor is responsible for keeping the client's information confidential (Kolmes, 2010; Mullen, Griffith, Greene & Lambie, 2014). Due to the nature of social media, it is challenging to maintain absolute confidentiality. Using the Facebook page as an example, any "likes" or comments on the posts will be visible to anyone who accesses the page. Although not everyone who "follows" the page is a client, some people may be able to infer that a particular individual is a client. It will be important for the counsellor to discuss the limitations of confidentiality on the respective social media platforms, which the students follow. The counsellor has to ensure that any interactions with clients are to be done on by phone or e-mail because the social media platforms may not be secure and any form of communication on these platforms may compromise client confidentiality.

The second aspect to address is with regards to maintaining the professional relationship and boundaries with the students (Mullen et al., 2014). School counsellors must state clearly to students that the counsellor will not "friend" or "follow" the students on their social media platforms to prevent the boundaries between counsellor-clients to be blurred (Kolmes, 2010). This will also prevent the possibility of forming dual relationships, which may interfere with the professional working relationship between counsellor-clients.

CONCLUSION

The findings in this research inform counsellors that social media and online platforms effectively enhance counselling services in the school.

It is important to recognise that the role of counsellors has been re-defined in this age of digital technology. Counsellors are challenged with the need to go beyond face-to-face sessions in order to outreach and influence their clients and the community at large. Social media and online platforms should complement and augment counselling services in the schools, however, counsellors have to understand that they cannot replace face-to-face sessions.

Further studies are necessary to explore the effectiveness of social media and online platforms in enhancing counselling services in all-boys schools, mixed gender schools and mainstream schools.

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