

A Bibliometric Analysis Of Artificial Intelligence Research In Guidance And Psychological Counseling

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Abstract

This study aimed to examine the research landscape and structure of scientific publications on artificial intelligence in the field of school psychological counseling and guidance through bibliometric analysis. To this end, a search was conducted in the Web of Science (WoS) database on May 19, 2025, using specified keywords, and 21 publications were included in the analysis based on the inclusion criteria. The publications were evaluated in terms of year, type, country, language, journal, number of citations, author, institution, and keywords; the data were analyzed and visualized using VOSviewer software. The findings indicate that the field is relatively emerging and that publication output has increased markedly, particularly since 2024. It was determined that the majority of the publications originated from the United States, all were published in English, and publication output is concentrated among a limited number of researchers. The keyword network revealed that the field is shaped by areas such as assessment and reporting processes, mental health services, ethics and professional responsibilities, educational practices, and career counseling. It was observed that the literature has developed primarily from the perspective of school psychology. At the same time, practices specific to psychological counseling and guidance services are represented to a relatively limited extent. Overall, the findings highlight a gap between the broader school psychology literature and research specifically addressing psychological counseling and guidance services. The findings indicate a need for greater diversity in international contributions to the field's development and for more research focusing specifically on psychological counseling and guidance contexts. Research into school counselors' experiences with artificial intelligence, their technology adoption processes, professional evaluations, and ethical approaches could contribute to a more

comprehensive understanding of the field's current state. Furthermore, it is recommended that professional and ethical requirements, such as student privacy, confidentiality, data security, ethical principles, and human/expert oversight, be upheld, and that AI-related knowledge, skills, and ethical competencies be supported through in-service training.

Keywords: Artificial Intelligence, Bibliometric Analysis, Psychological Counseling and Guidance.