

Editorial

Reflecting on the contributions to the *Journal* this year in both the current and the previous issue, we're reminded of the statement at the beginning of the Guidelines for Contributors about the purpose of the *Journal*: "to provide a forum for the sharing of ideas, information, and perspectives on matters of common concern among practitioners, and those undertaking research in the field." The *Journal* is a vital professional forum for bridging research and practice—a two-way bridge enabling unexpected encounters, enriching interactions, and conversations that can include multiple voices, engage our curiosity, and open our eyes, hearts and minds to new perspectives and directions.

The invitation to engage in these encounters on the bridge is a very open one. Again, in the words of the Guidelines: "The editors welcome submission of papers, including commentaries, research reports, practice-based articles and brief reports from the Association's members and applicants, as well as from others outside the Association with interests relevant to the field of counselling." All can have a voice and contribute, as an experienced practitioner and/or researcher, a counsellor new to the profession, a student, or as someone writing from a related professional perspective.

In fact, these are not entirely separate, but are overlapping roles. Too often a dichotomy seems to be created when referring to practitioners and researchers, positioning them at opposite ends of a spectrum. This artificial dichotomy misrepresents the integration of the two perspectives that is, or should become, essential to our practice, and the multiple skills, viewpoints, and roles that characterise increasing numbers of counsellors. On the pathway from initial counsellor education through lifelong professional development, the roles of practitioner, student, and researcher frequently overlap, as reflected in the following articles in this issue.

When the Otago Health Charitable Trust approached Catherine Dickey, a lecturer at Manukau Institute of Technology, about reviewing the effectiveness of their programme for teenage fathers, she worked with a group of seven students taking her research course in the second year of their counselling programme. Applying a cooperative inquiry form of participatory research, they built relationships with

teenage fathers over multiple meetings and recorded the stories of their lonely and often confusing and painful experiences, told with raw honesty. The results and discussion presented here in their co-authored article provide insight into the worlds of this vulnerable group of young people, reflect the value of the OHCT support programme, and inform the work of school counsellors and others in the community who are in a position to develop more widespread sources of support. The project described here is also an example of very worthwhile, community-based, participatory research undertaken collaboratively by a group of counselling students with their lecturer that can be an inspiration to others.

Siblings of children and young people with cancer took part in a research project undertaken by Erika Lamb and supervised by Wendy Holley-Boen, co-authors of the second article. The purpose of this qualitative project, undertaken in association with CanTeen, was to provide an opportunity for siblings to reflect on their experiences in school during their families' cancer journeys, including the effects on them and their support needs. Similarly to the first article about teenage fathers, this article enables the voices of these siblings to be heard by school counsellors and others who are in a position to be proactive sources of support, and to engage and coordinate the support of others while fostering school/family collaboration.

The third and fourth articles, by Nisarg Dey and Jan Wilson, focus on a group programme for students within a tertiary institution who have struggled with social anxiety. As a counsellor within the health and counselling service at the university, Nisarg Dey became concerned about the extent of this and began to offer a group for these students in 2008. In the first of the two articles, both written in Nisarg's voice, she describes the development of what became the Social Confidence Group. The second of these companion articles presents the results of a recent small-scale, qualitative study supervised by Jan Wilson of the experiences of former group participants: their battles with social anxiety, their participation in the group programme and the effects for them, and their development since they took part. Although set within a tertiary institution and highly relevant to counsellors in these contexts, this group programme is also of practical interest to counsellors in secondary schools, where there seems to be an increasing incidence of social anxiety among students.

Finally, in the print version of this issue we have republished with permission an article by Alastair Crocket that first appeared in the British *Journal of Guidance and Counselling* about the effect of post-colonial discourse on counselling practice in Aotearoa New Zealand. We are grateful to Alastair for seeking the publisher's

permission to reprint this here in the *New Zealand Journal of Counselling*, giving New Zealand readers access to this valuable resource. Unfortunately, permission could only be obtained to reproduce this article in the print version of the *Journal*.

Margaret Agee and Philip Culbertson, Editors

Referees for Volume 36, Issues 1 and 2

The editors extend grateful thanks to the following people who have refereed submissions for Issues 1 and 2 of Volume 36 of this journal:

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