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### Editorial 2017 - JSEEM 7(1)

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## Editorial 2017 - JSEEM 7(1)

### **Abstract**

Welcome to a special postgraduate edition of JSEEM. The contributing authors have all been SCIT (School Counsellors in Training) students with the University of Wollongong, Australia. To take part in the SCIT program applicants must have attained a teaching qualification, be employed by the New South Wales Department of Education (NSW DoE) and enrol in a Graduate Diploma in Psychology. The cutting-edge program takes two years for completion and facilitates simultaneous work as a school counsellor with university study. The diploma is designed to address the requirements of such bodies as the Psychology Board of Australia and the Australian Psychological Society, as well as providing partial qualification to register as a psychologist with the Psychology Board of Australia (supervision of practice is also required). In the final year, students undertake a major research project. This issue of JSEEM is comprised of a selection of the higher-ranked projects from 2016.



## **Editorial**

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The projects presented herein have not been subject to major modifications since being marked, although some amendments were necessary due to the differing constraints of the research project itself and journal publication. This is most notable in the absence of appendices, which were a task requirement and have been removed here – some of the material from the appendices has been incorporated into the text. Also of note is that the research project was required to follow APA referencing and style, however, as APA conflicts with the standard *JSEEM* style, amendments have been made to bring the projects into line with *JSEEM* style, as well as conforming with English, rather than American, grammar and spelling usage. All amendments have been undertaken with varying degrees of advice from the editor.

A common connection for the first four papers is that they all make some reference to the NSW DoE *Wellbeing Framework for Schools*, which poses the requirements for NSW public schools to treat a student holistically. This entails catering for the domains of physical, emotional, cognitive, social and spiritual. For Suzanne Schwebel this takes the form of a qualitative investigation of the relationship between spirituality and wellbeing, by examining the views of primary teachers and school counsellors on the Wellbeing Framework's spirituality component. Leanne Foubister then utilises a quantitative method to examine how secure peer groups impact adolescents' social and emotional outcomes. These are followed by two papers dealing with burnout in NSW school counsellors, but from different directions. Both papers are quantitative and use lenses of career-sustaining behaviours/practices and mindfulness, with Amanda Rodd focusing on years of experience and Kym-Myree Earle on place of work, be it urban, rural or regional. The final paper uses a qualitative method to examine the views of parents with a dyslexic child on their evolving experiences, predominantly in regard to schooling, in Australia.

Dr Russell Walton  
Editor  
18 January 2017