

The New Zealand Journal of Counselling

Editorial

As co-editors, we have been working hard to keep the *New Zealand Journal of Counselling* a site of lively debate, thought-provoking information on new theories and their pertinence, and a creative modelling of practice. As we have continued to dream into the future, we've discovered that we'd like to encourage an even richer mix. We hope to make each new issue a stimulating blend of theory-based research, practice-based research, responses or rebuttals to previous articles that have been published, conference presentations, case studies, and the occasional review of some important new book that has particular applicability to practitioners in Aotearoa New Zealand. In all of these areas, we welcome your formal submissions, and would be happy to discuss your ideas in advance, whether in the formative stage of development, or further on, when you have an article in draft form.

In many, though not all, ways, this issue illustrates just such a mix. Sarah Penwarden begins the issue with a reflective, practice-based article, looking closely at her own work with a young Pasifika woman whose father had died recently. At the same time that she examines issues associated with clients' spirituality, and with power and privilege in the counselling room, Sarah also explores a creative form of reflection between herself and her client, in the use of poetry as a matrix of communication and healing between counsellor and counsellee. As we were preparing Sarah's article for publication, we were reminded of a related piece by Peta Palalagi (2007), on the use of poetry as self-supervision, in *Penina Uliuli: Contemporary Challenges in Mental Health for Pacific Peoples* (ed. Culbertson, Agee, and Makasiale, 2007).

The autism spectrum disorder known as Asperger's Syndrome affects about one in every 300 people, suggesting that in New Zealand there are around 15,000 people who live with this condition. The syndrome is more often diagnosed in younger males than in any other group, raising questions about how autistic behaviours trigger our own fears of "young men out of control." Dave McMillan's practice-based article explores the way that, as a school counsellor, he has worked with two secondary school males who have Asperger's, and offers a challenge to us all to develop more informed and supportive understandings of those whose behaviour is often labelled as disruptive and whose intentions are often misinterpreted.

The next two articles are built upon qualitative and quantitative research done in the New Zealand context of professional counselling practice. Eight authors—Kathie Crocket, Fran Cahill, Paul Flanagan, John Franklin, Robyn McGill, Ange Stewart, Mary Whalan, and Diane Mulcahy—worked as a team to explore the values and benefits, shortcomings and misunderstandings that can proceed out of cross-disciplinary supervision. Based on semi-structured interviews with six supervisors from the fields of counselling, social work, and psychology, who supervised a wide range of other professionals in both private practice and health settings, the study explores how this diversity might open up new avenues of insight for the reflective supervisee, the limitations of cross-disciplinary supervision, and whether registration will provide expanded or reduced opportunities for NZAC supervisors to work in an unexpected creative mix.

Wendy Payne and Steve Lang present the results from a comprehensive internet survey of school counsellors in New Zealand that was undertaken for two purposes: to gather information about school guidance counsellors and the schools in which they work, and to examine the delivery, functions, and primary goals of their work with professional supervisors. The article is intriguing on several counts, including the varieties of supervisory structures that school counsellors use, the profile of school counsellors that information from the survey elicited, including the spread of counselling availability across schools ranging from the lowest to the highest decile, and the way that school counsellors make use of professional organisations such as NZAC.

All professional activities in which we engage in New Zealand take place within the envelope of the Treaty of Waitangi. Alastair Crocket raises some hard questions about how the NZAC Code of Ethics must be understood within the context of the Treaty, including the implied theoretical questions at play within the counselling room and beyond when we sit with clients in a practice informed by both the Code and the Treaty. In that situation, who is in partnership with whom? His argument may surprise and challenge you. We were reminded of the seminal article by Selma Fraiberg, Adelson, and Shapiro (1975), called “Ghosts in the Nursery,” which pointed out to counsellors and psychotherapists that not everyone who is present in the counselling room is necessarily visible.

Russell Withers has been the pioneer of Interactive Drawing Therapy (IDT), and has published on that modality previously in the Journal. Here, he details and illustrates (literally) the step-by-step process of IDT and the importance of the drawing therapist’s ability to understand where the client is at any given moment on the path toward

recovery. Various forms of art therapy are used widely among mental health practitioners in New Zealand, and even if you don't practise art therapy regularly, there is still a great deal to be learned from the article.

We believe that this issue of the Journal offers a wide range of creativity and challenge, and we are grateful to those practitioners throughout Aotearoa New Zealand who are willing to share their thinking and their work, through the pages of this journal, with a wider professional audience. But not everything new can be learned from the articles alone. A check of the inside cover will reveal that there have been some significant changes to the Journal's Advisory Group, renamed the Editorial Board. In part, this change has been driven by our shift to making the Journal more accessible through the Open Access process, which requires that a certain percentage of our Advisory Board members hold academic appointments. The change also weaves the Journal more tightly but more inclusively into the counsellor education programmes throughout the country, providing us with a Board that includes a healthy representation of researchers, practitioners and trainers, and members with experience in multiple roles.

Although we had planned to be celebrating the launch of our Journal in its new online Open Access format with this issue, as we go to print the website is still in development, due to factors beyond our control. By the time the next issue is published, however, the Journal site will be open to view. Watch this space!

Philip Culbertson and Margaret Agee
Co-editors, *New Zealand Journal of Counselling*

References

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- Palalagi, P. P. (2007). "Keep your doughnuts to yourself": Using poetry in Pasifika professional practice. In P. Culbertson, M. N. Agee, & C. 'O. Makasiale (Eds.), *Contemporary challenges in mental health for Pacific peoples* (pp. 160–176). Honolulu: University of Hawai'i Press.