

Editorial

We apologise to readers for the delayed publication of this issue. Circumstances beyond our control prevented us from completing this issue earlier. Publication of the second issue for 2015 will follow promptly, and the due date for material for issue 36(1) is Friday March 4, 2016.

In this current issue all of the articles are research-based. Three of the four present recent local research investigating diverse topics of interest to practitioners, and the last two in particular offer and consider tools that can be used by practitioners in researching and reflecting on their own practice. Survey research investigating two very different topics has been undertaken by the authors of the first two articles.

While the wellbeing of clients is the primary focus of our practice, the question of how we are affected by the work we do has a direct bearing on our own personal and professional wellbeing. This becomes a particular concern for counsellors working with clients who have experienced trauma, and for whom trauma may be a familiar part of their own life history. In the first article, Katrina Temitope and Mei Wah Williams present and discuss the results of a study in which 129 New Zealand counsellors were surveyed in relation to secondary traumatic stress, burnout, compassion satisfaction, resilience, social support, degree of exposure to trauma, and personal history of trauma. Statistically significant relationships were found between exposure and secondary traumatic stress, between burnout and secondary traumatic stress, and between resilience and secondary traumatic stress. Analysis of these research results in turn focuses on the secondary exposure to trauma among counsellors working with clients who have experienced trauma. The findings indicate a high prevalence of secondary traumatic stress among counsellors, and local counsellors seem to work with relatively high caseloads of clients experiencing the effects of trauma. The implications of the findings are considered for the education, professional development, and support of counsellors regarding secondary traumatic stress and burnout, and for further research.

School guidance counselling has been long-established in our secondary schools and has been strongly endorsed over the years, but in the current neoliberal

environment there is an urgent need to develop a research base to support its provision, including both within-school and across-school evaluation studies. Making a contribution to this development was the motivation for the small-scale study, the focus of the second article, which was undertaken by Kathie Crocket, Elmarie Kotzé and Mira Peter to seek the views of students on their experiences of school counselling. The authors describe challenges they encountered that limited the scope of this across-school study, particularly the relatively small number of young people who responded to the online survey. Nevertheless, the discussion of the results generated, of the nature of the research that has been undertaken into school counselling in the United Kingdom by a team at Strathclyde University, and of the potential for developing further, larger-scale research here in Aotearoa New Zealand makes valuable reading for all school counsellors and researchers in this field. As the authors note, they presented the results of this study at the National School Guidance Counsellors Conference in September 2014, and in the workshop they facilitated that followed it was clear that many school counsellors were already gathering data about aspects of their practice, client satisfaction and counsellor effectiveness in individual schools. This not only attests to their reflective practice as practitioner-researchers, but also augurs well for the development of across-school research on a larger scale.

The following article presents imaginative practice-based research undertaken by Irene Paton. In her desire to improve and expand her counselling skills, she arranged for an ongoing relationship with a supervisor who agreed to critique her work in specific areas by videotaping the counselling sessions, with the client's permission, and subsequently discussing those sessions. The counsellor-supervisor relationship was unexpectedly ruptured, leaving Irene without a supervisor and at a loss as to how to continue. Eventually she contracted for supervision with another supervisor and enlisted a trusted colleague for support as a research partner in undertaking a practice-based research project that would enable benefits to develop from this painful experience. This article focuses on the process and impact of the use of video recording as a tool in both counselling and supervisory relationships. This project was designed as a means of closely examining and attempting to improve professional practice. The unique value of this particular article lies not only in its examination of the pros and cons of using video recording and the encouragement it can offer readers to experiment with its use as a tool to enhance their reflection on their practice in supervision, but also its potential to inspire others to undertake practice-based research.

The final article in this issue, by Robert Manthei, is based on the paper he presented

at this year's NZAC Conference in Auckland on counselling outcome research. He echoes the authors of the second article in advocating for the urgent development of outcome research that demonstrates the effectiveness of current practices. In the face of what seems to be a dearth of such research, Robert discusses the possible reasons for what he perceives as practitioner resistance to outcome research. He then provides information about some of the available tools for gathering outcome data and discusses their utility and manageability. This article makes valuable information available to readers who may be unfamiliar with the range of resources that can be used in outcome research within their own practices and agencies; they can seek further information and support in developing their own use of these resources from the websites and references provided.

To develop this timely conversation about outcome and practice-based research, we invite readers to submit articles—whether full-length or brief reports—that can contribute to this local database and to our collective knowledge about the gathering of such information.

Margaret Agee and Philip Culbertson
Editors

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