

COUNSELLING AUSTRALIA

A photograph of a large tree with vibrant orange and yellow autumn leaves hanging over a calm body of water. The water is covered in a thin layer of mist or fog, creating a serene and somewhat melancholic atmosphere. The sky above is a clear, pale blue.

Volume 18
Number 1
Autumn 2018

**The dance of forgiveness:
couples therapy**

**Therapeutic Interventions
for Preschool Children Exposed
to Intimate Partner Violence**

Anxiety and secondary students



A large, thin green double-headed arrow is positioned diagonally across the top left of the image, pointing upwards and to the right. Below it, the Melbourne city skyline is visible across the Yarra River, with the Eureka Tower prominent. A paved path runs along the riverbank in the foreground on the left.

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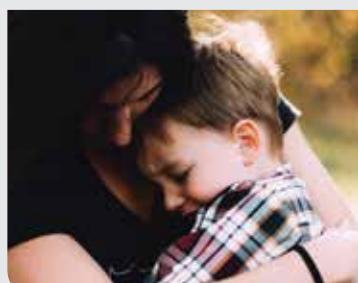
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Technology Update

With Dr Angela Lewis

Google Drive

In the last issue we started to explore Google Chrome and the various add-on programs or apps that were available to you once you have set up a Google account. Central to the use of the Google Apps is Google Drive, the online storage capability which allows you to store data in the cloud. But, before we go any further, let's do a quick recap on what 'in the cloud' means.

WHAT IS CLOUD COMPUTING?

The word 'cloud' started as a metaphor for being on the Internet. It is believed to have originated from an early industry habit of drawing the Internet as a fluffy cloud when presenting network diagrams. Now days cloud computing (or being in the cloud) assumes that you are participating in the use of software or services through an Internet connection which relies on sharing resources with many others, rather than having your own local devices or servers to handle applications or programs (think Gmail, the old Hotmail or Microsoft Office 365).

BACK TO GOOGLE DRIVE

Assuming you have set up a Google account, Drive is available to you as a file storage and synchronization service. Drive allows users to store files in the cloud (online), share files and edit documents, spreadsheets and presentations with collaborators. For example, you may need to work on a document with a colleague who is in another state or city. By saving the document onto Drive you can both be accessing and editing the document without needing to continually email your changes to the other person. Any of the files saved to Drive can be accessed from anywhere there is an Internet connection so that could be a computer, laptop, Smartphone or tablet. The beauty of this is that wherever you go your files follow - even on holidays if that is what you want!





Drive starts you with 15 GB of free Google online storage, so you can keep photos, stories, designs, drawings, recordings and videos – basically anything you choose. After that prices currently start at \$2.49 per month 100 GB for any extra storage you may need.

HOW DO I USE GOOGLE DRIVE?

1. Firstly set up a Google Account if you do not already have one of your own.
2. Once you have done this, you will see a 9 dot logo towards the top right of the Google Homepage; click this to expand all available apps and then click on the one marked Drive.
3. Your screen will look similar to below. I suggest the very first thing you do is to click the file marked “**How to get started**” which will give you all the information you need to upload files and folders.

Transgender Resources

The generally accepted understanding of Transgender is that it refers to people whose gender identity or expression is different from their birth assigned sex or that which is expected of them by society. Transgender people are sometimes called transsexual if they desire medical assistance to transition from one sex to another.

I've been watching a wonderful series on STAN called Transparent which revolves around the patriarch of a Los Angeles family as he transitions genders at age 68. The series takes a sensitive and realistic look at his journey as well as tackling the issues of his adult family as they come to terms with the discovery that the person they knew as their father is transitioning to a woman. If anyone has a chance to catch it, it is both heart-warming and informative.

ONLINE

www.transgendervictoria.com

Transgender Victoria (TGV) is an Australian organisation dedicated to achieving justice, equity and quality health and community service provision for Trans and gender diverse people, their partners, families and friends.

www.equinox.org.au

Equinox is a peer led Trans and Gender Diverse (TGD) Health Service operated by the Victorian AIDS Council (VAC).

www.seahorsevic.com.au

A support and social group for the Victorian transgender community, this is the longest running organisation of its type in Australia.

www.tsroadmap.com

Describing itself as a Transsexual & Transgender Road Map, this site has captured information on every possible aspect of transitioning, with over 1600 pages of free information. 

As is always the case, all website addresses were correct at time of submission and neither the ACA nor Angela Lewis receives any payment or gratuity for publication of the website addresses presented here.

The dance of forgiveness

a study of the interrelational process of forgiveness in committed couples following betrayal

By Susan A. Bennett

Introduction

A committed couple in therapy for betrayal begins the process of forgiveness long before any overt act of forgiving occurs, through movements that ultimately result in forgiveness and restoration of the relationship. These movements can best be conceptualized as a dance, consisting of separate yet inter-related movements for each partner, with the therapist as the choreographer. This paper outlines this dance including a case study, which illustrates the metaphor.

Literature

The concept of forgiveness is deeply embedded in the Judeo-Christian culture (Hope, 1987) as an element of healing and entered the therapeutic arena with strong links to religious traditions (Jagers, 1989; Enright & Zell, 1989). The early 1990's witnessed a severing of the religious connection. The therapeutic value of forgiveness continued to develop in this decade, with theoretical frameworks emerging, such as the seminal work by Hargrave (1994) and his four stations of forgiveness, presented from a contextual family therapy perspective; the empathy model by McCullough et al (1997), which was based on research of people in close relationships; the development of the forgiveness scale (IRRS) (Hargrave & Sells 1997); and the cogent model of forgiveness

by Gordon and Baucom (1998), based on a trauma framework, to name a few.

Since 2000 there has been an expansion in forgiveness literature that included empirical studies (Gordon, et al 2004; Bird et al 2007; Olmstead, et al 2009; Hannon, et al 2010) and models of forgiveness specifically directed at infidelity (Fife, et al 2013).

Despite the recognition of its significance in healing relationships, therapists have in the past failed to use forgiveness therapeutically. Fife et al put forward explanations: the lingering extant strong link with religion and spirituality; the difficulty therapists have in defining forgiveness (2013:346).

Forgiveness literature contains numerous models that focus on the injured party's process of forgiving the offender (McCullough, et al 1997; Worthington & Drinkard 2000). In an extensive study by Wade & Worthington Jr (2005), the authors reviewed forgiveness interventions, all of which focused only on the injured. James (2007) alerts us to this bias. I agree with her view that it underemphasizes the role of offender responsibility and accountability. Legaree et al are also critical of this focus, claiming that it fails to include the dynamic aspects of the offender's reactions or the

ongoing interactions of the relationship in which forgiveness occurs (2007:209). Whilst in some cases this is the only way forward, the work of forgiveness in couples committed to the relationship must be just that – a *couple* work. Fife et al (2013:348) emphasize the nature of couple work in their interpersonal model of forgiveness, demonstrating recent trends (Blow, 2005; Case, 2005; Bird, 2007).

Conceptualization

The interrelational process of forgiveness can best be understood in a framework of a 'dance'. Each partner¹ undertakes individual movements towards the other, each movement having an influence on, and in turn, being influenced by the other (dyadic interaction). The dance is a process, a bringing together of two distanced partners, and ends in the offering and receiving of forgiveness. In this way forgiveness is both the method of achieving the goal and the goal itself (Walrond-Skinner, 1998:10). The therapist choreographs the offender 'movements' and injured 'movements' of the dance.

The stages outlined are my constructs; in reality they are not discrete stages, nor are they necessarily sequential, but overlap and are recursive, as the

¹ In this paper the victim of betrayal is referred to as the 'injured' and the partner engaged in the betrayal is referred to as the 'offender'.



The dance of forgiveness calls for the injured to engage with the offender: in telling their story and expressing their emotions as they begin to process the impact of the betrayal.

committed couple attempt to navigate the territory of forgiveness. It is not a complete outline of the process of forgiveness but rather a highlight of the interrelational processes of both the injured and the offender.

Initial stage

The dance of forgiveness calls for the injured to engage with the offender: in telling their story and expressing their emotions as they begin to process the impact of the betrayal. Much appears in the literature about these movements (Gordon & Baucom 1998; Olsen et al 2002; Case 2005; Bird et al 2007). I find Gordon & Baucom's model helpful in that it views betrayal through a trauma lens and considers the impact of disrupted assumptions the injured experiences about themselves, their partner and their relationship (1998:3).

The offender movements involve demonstrating a commitment to the relationship by establishing a willingness to deal with the impact of the betrayal. This can be achieved through:

- Listening with empathy to their partner (Bird, et al 2007; Case, 2005; Fife, et al

2013). Spring refers to 'bearing witness to your partner's emotional chaos' (1996:40).

- Acknowledging the act of wrongdoing (Tomm & Govier, 2007:143).
- Demonstrating genuine remorse and expressing sorrow.
- Addressing intentionality – whether the betrayal was designed to deliberately hurt their partner or not; the latter option has a more positive impact on the injured party's processing (Gordon & Baucom 1998:3). Tomm (2007) moves beyond this dichotomy and explores intentionality further by considering what the offender hoped to achieve through their behaviour.
- Demonstrating a willingness to patiently answer the many questions about the betrayal and tolerating the 'pace' set by the injured in terms of 'moving on'.

Such responses can facilitate movement of the injured towards the offender. In their 2002 study, Fincham & Beach refer to this dance when they described how an injured partner's 'readiness' to forgive was associated with constructive communicative responses from the

offender (Fincham & Beach 2002 cited in Waldron & Kelly 2005:725).

Role of Therapist

The therapist assists the couple in moving towards each other by choreographing the dance. This is not unlike the 'bringforthist' stance Tomm adopts, when dealing with interpersonal conflict, in which he brings forth preferred ways of thinking and interacting that can lead to forgiveness and reconciliation (2002:65).

The therapist not only creates and directs the dance, but also has his or her own movements:

- The therapist provides a safe environment for couples to tell their story, express their emotions and process the betrayal. I believe that the therapist can influence the atmosphere in the counselling room and carry peace, which has the power to reduce the intense emotions that couples bring into therapy. Safety is further enhanced through the stance of neutrality. The therapist's ability to remain neutral and non-blaming helps clients accept responsibility for their part in their problems (Bird, et al 2007:13)
- The therapist provides a 'map of the territory' of forgiveness that helps to explain the steps in the journey undertaken by the couple (Olson et al 2002:432; Bird et al 2007:17).

² Forgiveness literature is rich in conceptualizations/definitions of forgiveness (Hargrave, 1994; McCullough et al 1997; Sells & Hargrave 1998; Legree et al 2007). Further discussions on forgiveness are beyond the scope of this paper. The author's emphasis lies in having the conversation with the couple and exploring each construct of forgiveness in the light of literature definitions.

- It is important for the therapist to sensitively explore the individual partner's conceptualization of forgiveness², include his or her own view, clarify misconceptions (Walrond-Skinner, 1998:9; Rotter, 2001:175; Olmstead et al 2009:58) and come to an agreed understanding of the concept of forgiveness, as underdeveloped constructs of forgiveness pose a threat to the well-being of clients (Sells & Hargrave, 1998:29). Di Blasio's view that it is essential for the injured to make a decision to forgive at the beginning of therapy (Di Blasio, 2000) is not a view I share, as this applies unnecessary pressure to an already traumatized individual. I believe that their presence in therapy signals a willingness to take the steps necessary towards moving to restore the relationship.

Spiritual beliefs held by the couple add another layer to conceptualization and require consideration. Further discussions about the act of forgiving (giving and receiving) are not pursued at this time, but are left to the final stages of therapy, as the therapist remains sensitive to the couples' readiness (Olmsted et al 2009:60). This begins to restore power (lost through the betrayal) to the injured, who is leading the dance on this timing issue.

- The therapist explores ways of improving communication between the couple so that they listen and validate each other and so have greater empathy e.g., Couples Dialogue (James 2011).
- The therapist holds hope for the couple as well as exploring with them this territory through presenting the idea of the co-existence of hope and hopelessness (Flaskas, 2007) and the construct of 'reasonable hope' (Weingarten, 2010).
- The therapist helps the couple develop mutual empathy (see below).

Second Stage

In this stage the injured movements and offender movements become more interconnected.

EMPATHY

According to their empathy model,



McCullough and colleagues state that empathy for the offender plays a key role in facilitating forgiveness (1997:322). See also Worthington, 1998; Hill, 2001). As the injured becomes aware of the offender's willingness to deal with the betrayal and witnesses their investment in the process, the injured partner may start to empathize with their offender. This empathy is facilitated through the insight and understanding gained by contextualizing the betrayal regarding the relationship and the environment at that time, similar to Hargrave's first and second station in his forgiveness model (Hargrave 1994).

The offender also moves into this arena. Both are encouraged to explore ways in which their own behaviours may have contributed to the development of relationship difficulties prior to and leading up to the betrayal (Gordon & Baucom, 1998:7). In addition, they look at other contributing factors such as work stressors, financial pressures, children, family of origin issues and unmet needs. Characteristics of both partners are assessed, including their capacity to regulate their own emotions and manage conflict (Gordon et al 2004:215). As the couple contextualizes the betrayal a new understanding emerges. The therapist is careful to explain that this new understanding does not mean that the

offender is excused from responsibility, or that the injured is in any way to blame for the betrayal. The offender remains responsible for making the decision to engage in the betrayal, rather than choosing other ways of dealing with the relationship difficulties. However, this new perspective can help the couple revise their initial attributes and arrive at a more realistic understanding of themselves and their relationship (Gordon & Baucom, 1998:8). As a result, empathy develops, and moves them along in the forgiveness process.

It is worth mentioning that past hurts sustained by the injured may resonate with the betrayal, and may have an impact on the forgiveness process, requiring resolution (Walrond-Skinner, 1998:15).

Empathy for the injured can be strengthened through the offender's repeated attempts at gaining a greater understanding of the injured party's perspective and subsequent validation. Sincere questioning about what the injured is thinking or feeling, as well as practical tools such as reading books describing betrayal impact or attending therapy groups, are helpful ways of increasing a sense of empathy (Case, 2005:51) and such behaviours continue to demonstrate an investment in the relationship.



RESPONSIBILITY AND ACCOUNTABILITY

Another significant step in the dance occurs when there is a transfer of responsibility for the betrayal. Initially, the injured holds the offender responsible. As the offender agrees with the injured about the pain that was caused (empathizes), and acknowledges the violation, there is a transfer in the responsibility for the betrayal - the offender holds himself or herself responsible, and the injured can release this hold (Hargrave 1994:347). As this is done with humility and sorrow it can have a softening effect in the injured, as their need to maintain a defensive position decreases. (Fife, et al 2013:356).

Through the work of contextualizing the betrayal, the injured comes to accept responsibility for his or her role in the relationship difficulties at the time of the betrayal. This can facilitate increased humility. Both lessen their hostility towards the other as other factors about their problematic relationship surface. Bird et al (2007:12) also refer to softening, or a reduction of hostility and anger, occurring over time that increases spouses' willingness to accept responsibility for their behaviours and decrease blame. I agree with the authors that softening is reciprocally influential (2007:19).

Research on therapist perspectives of couple infidelity work conducted by

Olmstead et al (2009:56) highlighted mutual acceptance of responsibility for relationship breakdown prior to the infidelity, as a significant contributor to the forgiveness process.

Accountability is an offender movement in the dance and is part of the demonstration of commitment to the relationship. This should occur early in the rebuilding process because accountability is central to the restoration of trust for most couples (Case, 2005:53). The terms of accountability are negotiated with the injured, who may require the offender to have 'accountability partners' such as the spouse, a trusted friend or religious leader. They may also require actions on behalf of the offender, such as frequent calls home or other trust-building behaviour. Bird et al state that over time a shift occurs in the offender from accountability to others to accountability to themselves and such behaviours reestablish consistency and structure in the relationship (2007:13). This contributes to re-creating safety in the relationship, which encourages the injured to move towards their partner and the relationship.

RESTITUTION

Restitution is the act of compensating for loss, damage or injury. Betrayal results in a disruption of the balance of power in the relationship and the offender is perceived as having more power. In the restoration stage following the betrayal power is transferred to the injured (Blow, 2005:96). It would be interesting to further study these power shifts along the whole journey, from betrayal through to restoration.

Restitution, although carried out by the offender, is seen by the injured as an attempt at regaining the balance of power and therefore a sense of safety (Gordon & Baucom 1998:9). Restitution is only ever symbolic, because the score will never be 'even'. The desire of the offender to make it up to the injured through restitution represents their acknowledgement of the emotional debt owed (*ibid.*). Case sees the main focus of restitution as reestablishing trust (2005:51). As the offender 'moves' in restitution, the injured partner begins to feel safe and can move more freely

towards forgiveness. The accompanied softening reciprocates further moves in restitution.

Final stage

APOLOGY

Apology is a complex process that includes a clear understanding of the damage done, the injustice involved and an acceptance of responsibility; an acknowledgement of the losses and painful experiences of the injured; an expression of deep regret and remorse; a pledge to be faithful and a commitment to do whatever is necessary to help facilitate healing wounds caused by the betrayal (Tomm, 2002:68; Fife et al 2013:359). The offender has in fact been engaged in these steps throughout the journey, and is likely to have expressed sorrow on numerous occasions, so apology is not limited to this stage. Blow (2005:96) demonstrates an appreciation of this ongoing concept by referring to an 'apologetic stance' adopted by the offender.

The ability of the offender to take restorative action is affected by their behavioural competence, that is, their capacity to act effectively to implement these actions. In the absence of such competencies the actions become just good intentions that hinder the development of trust (Tomm, 2002:68).

When a genuine apology is sincerely offered it invites further softening and increased empathy from the injured and facilitates forgiveness. However, it may need to be offered more than once, as the injured may need more time to trust its sincerity and accept the offer (Fife et al 2013:359).

FORGIVENESS

Just as the offender has engaged in apology processes throughout this journey, the injured has been engaged in forgiving processes. Through empathy, humility and softening described above, encouraged through offender's movements, the injured has been able to recognize and acknowledge the injustice; express their feelings, tell their story and process the trauma; gain insights and understandings through contextualizing the betrayal; accept responsibility for their contribution

What emerged was the view that forgiveness was something alive – it grew over time, it required nurturing; it was both fragile and robust; it experienced ebbs and flows in the relationship.

to relationship difficulties prior to the betrayal; arrive at a new understanding of themselves, their partner and their relationship.

When the therapist has established a readiness to forgive and following preparation, the injured offers forgiveness to the offender. The offer of forgiveness makes a difference, which creates a difference (Walrond-Skinner 1998:13). The offender receives the offer. Helping the couple create meaningful rituals in which forgiveness can be *expressed* and *received* can be impacting, eg renewing vows, exchanging letters (Case, 2005:49).

Evidence that the forgiveness process is nearing completion involves the following: the injured has gained a more balanced and realistic view of the offender and the betrayal; there is a significant decrease in the negative affect towards the offender and this negative affect no longer dominates or controls the life of the injured; and the injured gives up negative and punitive interactions with their partner (Gordon & Bauman, 1998:113).

Case Study

Eddy³ a businessman and his wife Brenda, a couple married for 21 years, with three children presented for therapy, after Eddy disclosed he had engaged in a massage involving sex during a recent overseas business trip. He also admitted to viewing pornography online. Both held the view that, according to their beliefs, these behaviours were unacceptable. Both were committed to the marriage and worked at restoring intimacy and reconnection. However the therapy terminated early when they failed to return after five sessions.

Brenda returned to therapy the following year in a highly stressed state, after disclosures from Eddy of further inappropriate sexual behaviour. She requested individual sessions for herself and Eddy (who consented). Eddy disclosed to Brenda that he had engaged in sex with prostitutes on a number of occasions whilst overseas in the previous year; as well as local sexual massages and prolonged viewing of pornography.

Following a discussion with my supervisor I agreed to see them individually. Both were in crisis; Brenda began to process her emotions and the impact and meaning of the betrayal. She considered whether she had a future with her husband. Eddy processed his emotions and attempted to gain an understanding of his patterns of behaviour and explored restitution. He was able to empathize with Brenda and was committed to the relationship. Brenda decided to remain in the marriage and they both requested a return to couple work in order to establish a new relationship and work towards restoring trust. It is important to note that no secrets emerged during the individual work.

At the onset of couple work we reviewed the individual work in detail to bring it into the couple arena. Brenda and Eddy were comfortable with this, as each would fully debrief with the other following their individual sessions – they were good communicators, a necessary strength in restoring relationships.

Brenda expressed her feelings about the betrayal directly to Eddy in session, as she had been doing at home. He was able to listen with empathy, acknowledge

and express understanding of the pain he had caused her, and her fears around further betrayal. Both were on familiar territory. Brenda listened while Eddy expressed his feelings of remorse and sorrow. She acknowledged the pain he was experiencing. Both felt heard. Clearly both felt safe in the room.

They were provided with a ‘map of the territory’ showing where we were headed in the healing process. Such direction lowered their anxiety, and Eddy was additionally impacted: he not only became aware of the extent of the work that lay ahead, but also the extent of the damage his behaviour had caused – a ‘shocking’ revelation for him.

The dance metaphor was introduced as a way conceptualizing the work that lay ahead: two distanced partners moving towards each other, involving separate but inter-related movements. This needed to be conveyed with sensitivity, so as not to minimize the seriousness of the work, but to emphasize its inter-relational nature.

Eddy’s willingness at making himself accountable to Brenda, the therapist, his church leader and Deity for his sexual behaviours was framed as a movement towards her and a demonstration of commitment to their relationship. She acknowledged this and responded by describing a system they had initiated where Eddy would frequently call her while he attended work seminars and text a photo of his location.

Forgiveness was mentioned as part of this healing journey and something that would be addressed specifically ‘down the track’. Brenda stated that she was ‘in no way ready to go there’. We discussed our collective understandings of forgiveness and clarified misconceptions, which visibly relieved Brenda, who had concerns about traditional religious expectations. Further discussion about forgiveness was postponed to a more appropriate time.

Brenda’s emotional response to the betrayal, including anger, hurt, frustration, loss of joy, as well as loss of self-esteem and cognitive disruptions were reframed as a trauma response. Her behaviours were normalized: Brenda experienced difficulty concentrating, with sleep disturbances,

³ The real names of the clients have been changed to protect confidentiality.



forgetfulness, exhaustion, and ruminating thoughts. Such thoughts resulted in interrogation sessions with Eddy about betrayal details; often occurring at night while Brenda was unable to sleep. Eddy willingly and truthfully answered her questions. His patience and lack of defensiveness were seen as movements towards Brenda. He demonstrated genuine remorse both in and out of session, adopting an apologetic stance and frequently articulating sorrow.

We explored Brenda's shattered assumptions about herself, Eddy and their relationship re: trust and safety; the couple began a dialogue of considering what it would take to restore these elements. The destruction of trust was a critical issue and deeply upsetting for both. The analogy of a 'trust ladder' (Bird et al 2007:14) was helpful as it framed the restoration of trust as a process of one step at a time. It would take time and commitment to move up a 'rung'.

Each partner gave their early attributions for the betrayal: Brenda named work stress, family pressures and saying they had become 'too familiar'; Eddy named work stress, sexual frustration and feeling 'trapped' in the business. We explored intentionality and although Eddy sincerely expressed that the betrayal was not a deliberate attempt to hurt Brenda, she voiced difficulty in accepting this.

As Brenda and Eddy started to contextualize the betrayal, they began to understand other factors that contributed to their emotional distancing prior to the infidelity. Brenda discovered how an unresolved 'betrayal' involving a failed business venture with Eddy and her sister from several years earlier had resonated with the current betrayal and compounded her grief. Such understandings discovered together were significant, and the resulting empathy moved the couple along in the forgiveness process.

Eddy readily accepted full responsibility for his behaviour, a significant movement in the dance that helped to soften Brenda's view of him. Early in the process he initiated restitutive behaviours, such as spending every Friday morning away from work and

with Brenda, in recognition of the need to be more attentive to her and her needs. This time together presented numerous opportunities for open and honest (and painful) discussions and further enhanced mutual empathy.

- Other ways empathy was increased:
- Teaching Imago Dialogue (Hendrix, 2007) in session. During this exercise Brenda heard how her words questioning their future had power to create insecurity in Eddy, and she stated, 'Eddy came in humility and that helps me soften towards him...I appreciate it'.
- Eddy attended a therapeutic group for men in order to understand his behaviour and the betrayal's impact on Brenda.
- They both read the same book on male sexuality, so Brenda could comprehend

Eddy's male brain.

Later in the therapy further restitution involved Eddy organizing a week away on a tropical island with his wife, in order to 'spoil Brenda'. She received this positively and they both enjoyed the break. Significantly, both had been keeping journals of their painful journey and while away decided to exchange them and read the other's journey. This brave act contributed to increased mutual understanding, softening and empathy and movement toward each other.

They wrestled with ongoing trust issues: Brenda wanted to know Eddy's thoughts (specifically regarding scant-clad women they saw in public), as evidence of his honesty and ability to censure his thought-life. Eddy wanted Brenda to control her reactive emotions should he disclose such thoughts.

FORGIVENESS

We explored Eddy's work situation and together they put forward 'non-negotiables': whilst he was not willing to leave the business Brenda was not willing for him to remain without reducing his work stress – a precipitating factor in the betrayal. So Eddy remained in the business and employed additional staff, a satisfactory compromise. He replaced massages with exercising, an alternate way of reducing stress. These behavioural changes communicated to Brenda a sincere desire to restore the relationship.

Brenda was invited to consider what would life with Eddy would be like if they adopted a more considerate and less 'familiar' posture.

During another vacation they designed and carried out the ritual of recommitting their marriage vows. Both Brenda and Eddy felt this was deeply moving and contributed significantly to reclaiming what had been lost.

At the end of that year they were invited to plan the direction of the work for the new year: both said they wanted to work towards a marriage that "is not about keeping our head above water...but is inspiring!"

Over the next 12 months we worked through a number of chapters of 'Passionate Marriage' (Schnarch, D. 2008) and explored the concept of differentiation, that is, having a solid sense of self in a relationship. The couple described an increase in closeness that included sexual intimacy.

They described an increase in trust building in their relationship. This involved the repeated sequence of risk-taking behavior on behalf of Brenda to trust Eddy as different situations arose; Eddy responded in a way that 'sured-up' trust, by asking Brenda "what do you need...(to feel safe)?" He also took a risk in this process. This asking turned out to be a more helpful approach than pre-empting Brenda's needs and resulted in further connection. It allowed Eddy to be more relaxed, whilst Brenda got what she needed and felt pursued in the relationship. Brown describes this behaviour in relationships that involves exposure, uncertainty and emotional risk as 'vulnerability' (2015:275).

They repeatedly demonstrated the inter-relationship between trust and risk-taking. With trust, one was able to take risks and become vulnerable; as that vulnerability was valued and respected, trust grew which encouraged further vulnerability. (Brown, 2012:47)

However, their healing journey was not without setbacks. There were occasions

when trust was challenged in other areas of their lives, particularly when Eddy behaved in a way that Brenda perceived as secretive. She became triggered by this and his explanation of, "I didn't think..." was counter-productive. We explored ways for Eddy to become more self-aware, whilst encouraging Brenda to continue to self soothe and remain reflective over the gains achieved.

Their work was terminated towards the end of that year. I saw both Brenda and Eddy briefly for an unrelated matter a few years later. They had journeyed the rocky terrain of marital infidelity and had emerged stronger on the other side.

Discussion

Through the case study it became clear that the dance of forgiveness takes on a life of its own, far beyond the limitations of the therapist's choreographing or what goes on in the therapy room. I was looking for the moment in time, particularly near the end of therapy when forgiveness was offered and accepted, but this was my construct. I have come to see, through this extremely brave couple, that forgiveness was offered and received many times throughout the therapy, both in session and out. Was the pivotal moment the time that it was offered and received as they renewed their wedding vows? Was it when they wept as they read each other's journals? I do not know. What emerged was the view that forgiveness was something alive – it grew over time, it required nurturing; it was both fragile and robust; it experienced ebbs and flows in the relationship. Its fruit was only 'seen' in hindsight, after a couple had journeyed through the process and one was privileged to meet them again and testify to their restoration.

I witnessed a richness and depth in their relationship. Brenda and Eddy had achieved their desire – with courage, hard work, perseverance, patience and commitment, they had faced their story, owned it, wrestled with the truth and then re-written their story ending (Brown, 2015:50). Not only had their marriage been restored... it had become (in their words) 'inspiring'!

I felt confident that they would be able to manage the setbacks of life in the future, through the skills they had acquired and the deep compassion they had for each other. On a personal note I was humbled to be a part of this couple's gutsy commitment to rebuilding their relationship and have absolute admiration for them in this journey.

Conclusion

The work of forgiveness involves inter-relational processes between the injured and the offender that can be best described as a dance. The therapist initially choreographs these movements with sensitivity, aware that each couple has their unique dance. In my experience, during the process over time, the movements become increasingly interrelated. The dance takes on its own momentum and each partner commands their own movements and how they relate to their partner. I perceive this as a sign of a healthy relationship, as the role of the therapist gradually recedes and the couple relationship strengthens.

Whilst the damage suffered following betrayal is devastating, it is possible that a committed couple can restore their relationship, as they undertake the work of forgiveness. ☘

BIOGRAPHY

The Dance of Forgiveness

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Experience

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Therapeutic Interventions for Preschool Children Exposed to Intimate Partner Violence

By Rachel Khor

Until two decades ago, children had been “silent” victims of intimate partner violence (IPV), under-protected and under-cared for by the Australian government (Australian Human Rights Commission [AHRC], 2015, p. 99; Powell & Murray, 2008). In homes characterised by violence, adult victims, particularly mothers, were the primary focus of public policy and protective services; despite legislative recognition of the potential harm on children within the household (Powell, & Murray, 2008). Because of their dependence on adult caregivers, preschool children under the age of six are more exposed to IPV than older children, and are unable to escape its effects (Fantuzzo & Fusco, 2007; Howell & Graham-Bermann, 2011). Declared as the most important phase in life by the World Health Organisation (2016), exposure to IPV during early childhood can severely impact children’s development, functioning, and wellbeing across the life-span (Howell, Barnes, Miller, & Graham-Bermann, 2016). Understanding the developmentally specific effects of IPV on preschool children is imperative in informing effective policy, protective services and therapeutic interventions for this population (Howell & Graham-Bermann, 2011).

This article explores the theoretical underpinnings of the existing evidence-based therapeutic interventions for preschool children exposed to IPV. To better understand the clinical presentation and specific therapeutic needs of this population, a review of the current literature pertaining to the effects of IPV on preschool children is presented. The applicability of two pertinent counselling theories, social learning theory and child-centred play therapy, is then critically discussed in relation to the identified population. Based on the evidence, the best practice counselling intervention for preschool children exposed to IPV is offered.

Literature Review

To frame the scope of the research presented in this article, it is necessary to define the following terminology: intimate partner violence (IPV), exposure to IPV, and preschool children. As the preschool specific research examined IPV, the following definition from the Family Violence Prevention Fund (2004) elucidates a comprehensive understanding:

Intimate partner violence is a pattern of assaultive and coercive behaviors that may include inflicted physical injury, psychological abuse, sexual assault, progressive social isolation,

stalking, deprivation, intimidation and threats. These behaviors are perpetrated by someone who is, was, or wishes to be involved in an intimate or dating relationship with an adult or adolescent, and are aimed at establishing control by one partner over the other. (p. 2)

Child exposure to this type of violence refers to children seeing, hearing, being hurt from potential involvement in the violence and/or observing its after-effects in a multiplicity of ways (Edleson et al., 2007; Evans, Davies, & DiLillo, 2008; Fantuzzo & Fusco, 2007). It is considered a form of child abuse, child maltreatment and trauma; it carries the potential consequences of poor academic performance, mental health issues, suicide, and alcohol or substance-abuse in adulthood (Bedi & Goddard, 2007; Gilbert et al., 2009; Kobak, Cassidy, & Ziv, 2004; Zolotor, Theodore, Coyne-Beasley, & Runyan, 2007). As this article focuses on IPV exposed preschool children, children aged between three and six are included in the presented research.

Examining the current literature on the effects of IPV exposure on preschool children, there is a strong consensus that this population is more vulnerable by age to the negative effects of IPV than older children (Bowen, 2015; Carpenter & Stacks, 2009; Graham-Bermann &



Perkins, 2010; Kuhlman, Howell, & Graham-Bermann, 2012; Modrowski, Miller, Howell, & Graham-Bermann, 2013). In Australia, this is represented by the high proportion of children under five years of age, living in violent households; and the prevalence of child witnesses in reported cases of IPV: 36% by a previous partner and 27% by a current partner (Australian Bureau of Statistics, 2006; Australian Institute of Family Studies [AIFS], 2000). As younger children do not possess the cognitive ability to make sense of the events around them, they are highly dependent upon adults in

coping with stress (Graham-Bermann & Perkins, 2010). Exposure to IPV during the critical period of neuroplasticity in early childhood significantly alters brain development, causing potential emotional, psychological, social, cognitive, and physical consequences on preschool children (Carpenter & Stacks, 2009; Howell et al., 2016; Shonkoff & Phillips, 2000).

While much of the research makes reference to preschool problems with emotion regulation, Lundy and Grossman (2005) identified that this population experienced mood swings,

had difficulty separating from parents, cried often, and felt afraid often. There is a strong correlation between emotional self-regulation and the child-caregiver attachment relationship, in its responsiveness to fulfilling the child's safety need (Carpenter & Stacks, 2009; Da Silva e Paula, Landers, & Kilbane, 2013). Levendosky, Bogat, Huth-Bocks, Rosenblum and von Eye (2011) observed a link between the development of insecure childhood attachment patterns to IPV exposure in utero and postpartum; contextual risk factors were found to further influence attachment stability,

increasing the risk of insecure attachment patterns persisting into preschool (Cyr, Euser, Bakermans-Kranenburg, & Van IJzendoorn, 2010). Furthermore, insecure-disorganised attachment patterns developed during infancy have been found to be strongly associated with posttraumatic stress symptoms later in childhood (MacDonald et al. 2008).

The risk of preschool children experiencing posttraumatic stress symptoms and developing post-traumatic stress disorder (PTSD) is increased by exposure to IPV (Graham-Bermann, Castor, Miller, & Howell, 2012; Levendosky, Bogat, & Martinez-Torteya, 2013). Prevalence rates of PTSD among this population is highly varied; among other sociodemographic factors, their inability to recognise and report on psychological symptoms, and the disregard of developmental age in methods of assessment and diagnostic criteria contribute to an unreliable representation of childhood PTSD (Howell & Graham-Bermann, 2011; Levendosky et al., 2013). Nevertheless, researchers have observed a number of developmentally specific posttraumatic stress symptoms in preschool children: intrusive, ruminative thoughts about the violence; eating and

sleep disturbances; regressive symptoms (i.e. decreased verbalization and bedwetting); new fears for safety; trauma-specific questions and re-enactments; repetitive play; and pessimistic feelings of hopelessness about the future (Graham-Bermann et al., 2008; Howell & Graham-Bermann, 2011; Margolin & Gordis, 2000). Levendosky and colleagues' (2013) longitudinal study found that the re-experiencing of violence was most prevalent for children aged between one and seven, while avoidant behaviours were least prevalent.

The preschool specific research on internalising and externalising behavioural problems following IPV reveals some discrepancies (Howell et al., 2016). Among the contrast of studies supporting a heightened risk by age, gender differences have also been suggested, with girls exhibiting internalising behaviours and boys, externalising behaviours (Evans, Davies, & DiLillo, 2008; Miller, Howell, & Graham-Bermann, 2014; Sternberg, Baradaran, Abbott, Lamb, & Guterman, 2006; Ziv, 2012). Howell, Graham-Bermann, Czyz and Lilly (2010) proposed a theory of resilience in emotional self-regulation and prosocial skills that Bowen (2015)

investigated, as a possible explanation for such discrepancies. However, a recent longitudinal study by Holmes, Voith and Gromoske (2015) found that exposure to IPV also impacted on preschool prosocial skills in being cooperative, assertive, responsible and disciplined; such deficits were associated with aggressive behaviour after preschoolers entered school. The sleeper effect offers an explanation for this behavioural delay; as the social environment of preschool children shifts into school, negative behaviours emerge as coping mechanisms in response to the increased socialisation with new people and situations (Holmes, 2013).

Exposure to IPV bears significant impact on the cognitive development of preschool children, imposing potential academic setbacks in later childhood (Howell et al., 2016). Researchers have observed lower speech and language abilities, poor intelligence quotient (IQ), and problems with explicit memory functioning in this population (Busch & Lieberman, 2010; Graham-Bermann, Howell, Miller, Kwek, & Lilly, 2010; Jouriles et al., 2008; Ybarra, Wilkens, & Lieberman, 2007). The severity of such cognitive difficulties was influenced by environmental and contextual variables,

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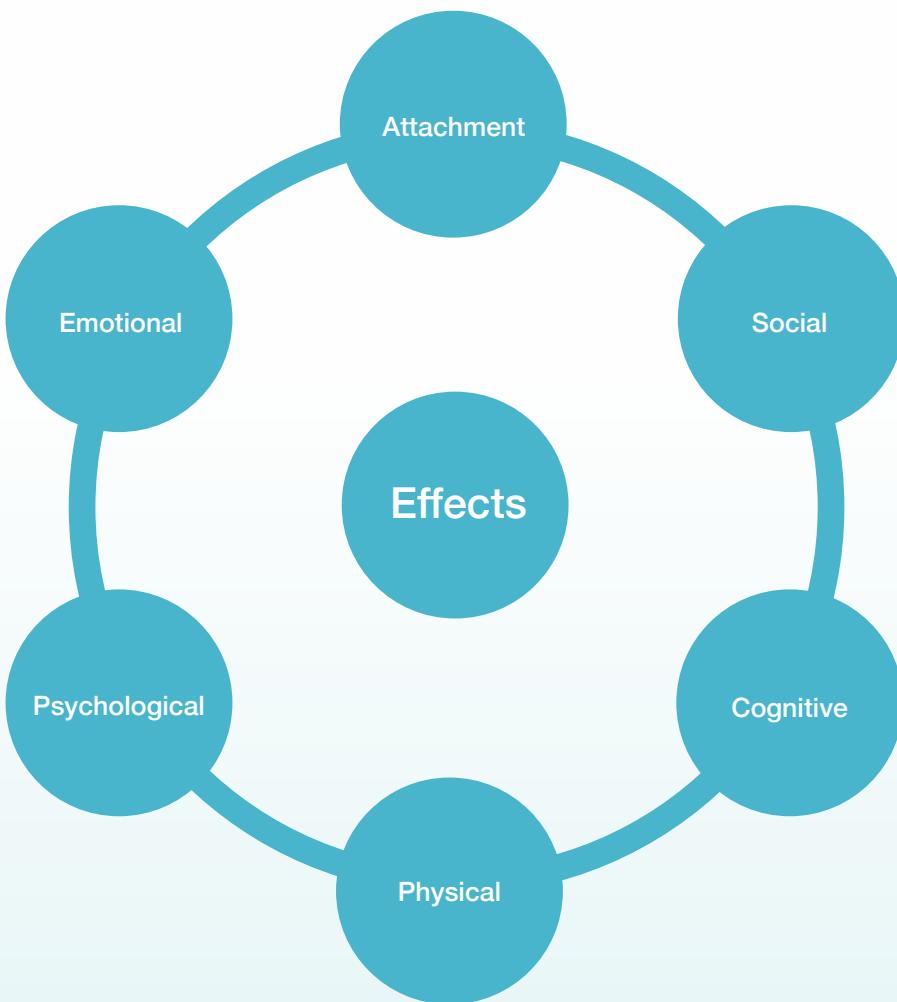
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such as socioeconomic status, and maternal education and mental health; however, secure attachments and positive parenting were found to ameliorate negative cognitive effects in preschool children (Busch & Lieberman, 2010; Jouriles et al., 2008).

Although not widely studied, the sensory exposure of IPV also impacts on the physical health of preschool children (Artz et al., 2014). In addition to the eating and sleep disturbances of posttraumatic stress, increased complaints of gastrointestinal problems, allergies, obesity, and asthma have been associated with IPV exposure (Boynton-Jarrett, Farnoli, Suglia, Zuckerman, & Wright, 2010; Howell & Graham-Bermann, 2011; Kuhlman et al., 2012). This can be attributed to the constant stress that IPV

puts on preschoolers' immune systems, making this population more susceptible to illness (Howell & Graham-Bermann, 2011). Echoing the previously discussed limitations of IPV exposure research, environmental and contextual variables such as sociodemographic factors, mothers' health and parenting, and children's level of posttraumatic stress need to be considered in therapeutic assessments and interventions (Graham-Bermann & Seng, 2005).

Social Learning Theory

In order to develop effective public policy and therapeutic interventions for IPV exposed preschool children, an understanding of child development and behaviour is necessary (Da Silva e Paula et al., 2013; Pepler, Catallo, &

Moore, 2000; Powell & Murray, 2008). Social learning theory (Bandura, 1977) has provided an underlying framework for successful preschool intervention programs such as Project SUPPORT and Preschool Kids' Club (Graham-Bermann & Halabu, 2004; Graham-Bermann & Hughes, 2003; Howell, Miller, Lilly, & Graham-Bermann, 2013; Jouriles et al., 2009). Expanding on traditional behavioural theories, social learning theory posits that children learn and develop patterns of behaviour implicitly, by observation, and explicitly, through direct instruction; these behaviours are reinforced over time by rewards and punishment, constructing internal relational schemas in children (Bandura, 1977). Applying this supposition to preschool children in violent households, frequent exposure to IPV perpetuates an internal working model shaped by aggression. From implicitly seeing, hearing and observing the after-effects of IPV, and being hurt and spoken to explicitly about the ongoing IPV, young children are at risk of developing conflicting ideas of violence and aggression. Mixed messages about the use of violence in relationships, goal attainment, and appropriate conduct manifests in young children as maladaptive interpersonal skills that resort to aggression at the loss of emotional control (McDonald, Jouriles, & Minze, 2011).

Social learning theory also holds parenting accountable for the development of aggressive and antisocial behaviour in preschool children (McDonald et al., 2011). As influential figures in the lives of young children, parents impart a set of values, ideas and attitudes through their interactions with children; three dimensions of parenting are particularly pertinent in childhood exposure to IPV: the use of aggression as an acceptable approach to conflict resolution; inconsistent discipline directives, especially in response to child aggression; and the lack of parental encouragement and support for prosocial behaviour (i.e. being caring, cooperative, responsible, and empathic towards others) (Holmes et al., 2015). Considering these elucidations, interventions based on social learning theory would target the social learning environment of the family; and focus on "parental modeling, positive reinforcement of prosocial child behaviors, nonaggressive parent-child conflict

The risk of preschool children experiencing posttraumatic stress symptoms and developing post-traumatic stress disorder (PTSD) is increased by exposure to IPV.



resolution, ... child discipline strategies, and direct instruction in ... appropriate parental communications about acceptable social behaviour" (p. 112).

However, as a behavioural model, social learning theory fails to address the extensive internalising problems of posttraumatic stress in IPV exposed preschool children (McDonald et al., 2011). Furthermore, social learning theory submits the argument that all children who have been exposed to IPV during childhood will go on to re-enact the aggressive behaviours they have been exposed to in the way of an adult perpetrator of IPV, continuing the cycle of violence. Whilst there has been some evidence of this intergenerational model of violence, discrepancies exist in the research, attributing environmental and contextual variables for the strength of resilience in children and adults who have overcome the trauma of IPV exposure (Ellis, Stanley, & Bell, 2006; Mbilinyi et al., 2012; Watt & Scrandis, 2013).

Child-Centred Play Therapy

During the early years of childhood, "play is the child's natural medium

of self-expression" (Axline, 1969, p. 9). Play engages children in creativity and imagination led by their inner thoughts, feelings and emotions; this experience enhances the social, emotional, physical, and cognitive domains of child development that are imperative to the wellbeing of children (VanFleet, Sywulak, & Sniscak, 2010). The use of play as a therapeutic intervention is suited for children aged three to 12 (Cochran, Nordling, & Cochran, 2010). The preschool population of IPV exposed victims falls within this age group; and would benefit most from filial therapy (Kinsworthy & Garza, 2010). As a family play therapy approach, filial therapy employs psychoeducation in strengthening the parent-child attachment relationship; by transferring the skills of child-centred play therapy onto the non-offending parent, new ways of parenting and relating to young children are cultivated (Ozkaya, 2015). Due to its strong foundations in child-centred play therapy, the principles and theoretical underpinnings of child-centred play therapy are examined and discussed.

Child-centred play therapy is a

nondirective approach that addresses children's emotional and behavioural difficulties through play (VanFleet et al, 2010). Drawing on the Rogerian client-centred approach, children are positioned as change agents and masters of their own therapeutic healing (Landreth, 2012). Following the lead of the child, therapists must first establish a safe therapeutic relationship with their client; once established, self-expression and self-direction can be encouraged through the exploration of different narratives of the distressing life event (Cochran et al, 2010). As preschool children exposed to IPV often bear with them significant attachment injuries from not having their needs met during crucial times, the therapeutic relationship needs to provide temporary fulfilment of their safety need (Weinreb & Groves, 2015). Once established, therapists are invited into the perspectives and experiences of the child. As IPV exposed children have been found to have lower verbal abilities, play allows them to communicate any internal confusion, aggression or interpersonal difficulties through drawing, home-related toys, sand play and music



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(Gettins, 2014; Graham-Bermann et al., 2010). Child-centred play therapy cultivates an awareness of experience in children (Cochran et al., 2010). It is guided by eight principles that promote free self-expression and direction without judgement, in a safe and respectful therapeutic relationship (VanFleet et al., 2010). Cochran, Nordling and Cochran (2010) discussed the theoretical similarities of child-centred play therapy with psychodynamic approaches in its focus on the child's inner experience; existential and gestalt approaches in the child's self-awareness of the present; and solution-focused perspectives in perceiving children as competent and capable agents of change.

According to Axline (1969), the gradual process of child-centred play therapy would typically exclude parental involvement. However, in the case of IPV exposure, the presence of the non-offending parent can aid in fostering a sense of competence, confidence and self-mastery in preschool children with attachment traumas and posttraumatic stress (Pernicano, 2014).

Exposure to Violence and Mandatory Reporting

In the last two decades, child welfare and protection policies in Australia have shifted in response to the large body of research highlighting the harmful effects exposure to IPV during childhood (AIFS, 2015). Three of the eight jurisdictions in Australia (New South Wales, Tasmania and the Northern Territory) now recognise childhood exposure to IPV as a form of child abuse and child maltreatment; imposing mandatory reporting of IPV suspicions in these states (Mathews & Kenny, 2008). Much progress is needed for all eight jurisdictions in Australia to follow suit. However, a recent review by Cross, Mathews, Tonmyr, Scott and Ouimet (2012) questioned the capacity of the current child welfare system in coping with the influx of mandated reports, suggesting a multidisciplinary effort in preventative and protective measures. Recent federal initiatives, the National

Framework for Protecting Australia's Children 2009–2020 (the National Framework), and the National Plan to Reduce Violence against Women and their Children 2010–2022 (the National Plan), embody a broader national effort that holds promise; by focusing on delivering effective assessment of violent homes and evidence-based interventions to victims of violence, children are removed and protected from the harmful effects of violence (Cross et al., 2012).

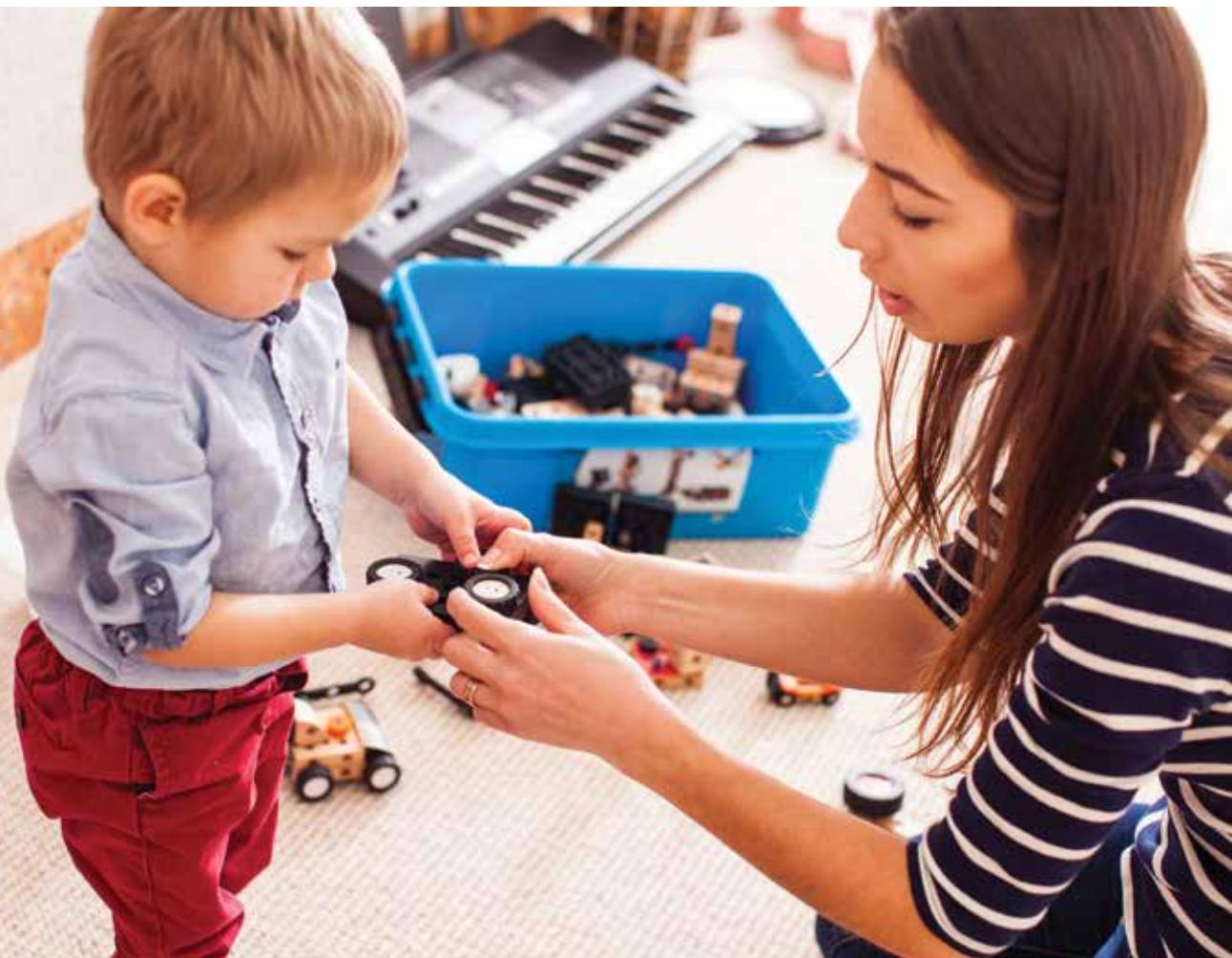
Best-Practice Intervention

Investigations by the AHRC (2015) of the best practice intervention approaches for young children who have been exposed to IPV point to the strengthening of the (non-offending) parent-child attachment relationship. Recognising the significance of attachment in regulating young children's emotions, social behaviour, cognitive abilities, psychological and physical wellbeing, there is strong support for interventions that enhance parenting skills to enrich the parent-child relationship (Graham-Bermann, Miller-Graff, Howell, & Grogan-Kaylor, 2015; Kinsworthy & Garza, 2010; Lieberman, Van Horn, & Ippen, 2005; Lieberman, Ghosh Ippen, & Van Horn, 2006; Timmer, Ware, Urquiza, & Zebell, 2010). Reviewing the body of evidence for parenting-focused interventions, Pernicano (2014) identified Parent-Child Interaction Therapy (PCIT), Filial Therapy, and Child-Parent Psychotherapy as efficacious models suited to the preschool population of IPV exposed victims. Whilst recent studies have validated their efficacy in this population, the higher level of research evidence supporting PCIT, as rated on the California Evidence-Based Clearinghouse for Child Welfare [CEBC], renders a closer examination in relation to preschool children exposed to IPV.

PCIT is a relationship-based intervention that is flexible in working with various populations aged between two and seven years, with behavioural and attachment problems (Eyberg, 2005; Pearl, 2008). Through methods of symbolic play, parent-child relationships are enriched and

re-established as a safe haven for the dyad; from the fulfilment of the attachment need, children's IPV associated problems of internalising and externalising behaviours, social interactions, and emotional stability are addressed (Borrego, Gutow, Reicher, & Barker, 2008). The quality of parental interaction during therapy sessions plays a significant role in the therapeutic process and outcome. Instead of face-to-face contact with a therapist, children interact only with the familiar face of their parent. Depending on the similarities between the therapist and the violent parent (i.e. gender or appearance), seeing new person come into close contact with their victimised parent could incite negative reactions from children, jeopardising the prospects of therapy.

Comprised of two essential components, PCIT employs the intervention methods of child-directed interaction and parent-directed interaction (McNeil, Hembree-Kigin, & Anhalt, 2010). By use of an earpiece and a one-way mirror, therapists engage in live-coaching with parents during play experiences with their children. Parenting skills encompassing positive communication, and effective instruction and commands are taught, with homework given to master and carry forward the skills at home. A predetermined mastery criterion of parents' skill and children's behaviour is used as a guide for termination of therapy. The CEBC (2015) averages behavioural and relational improvement in 14 weeks, with 60-minute weekly sessions. Delivering this intervention in a group setting could be helpful in connecting and validating the experiences of IPV parents (Eyberg, 2005). Having the support of other victims of violence can be therapeutic in itself, encouraging increased effort to learning new ways of interacting and relating to their children in distress. However, this may not be the case for distressed IPV exposed children. Depending on the severity of antisocial behaviour and trauma exhibited by children, congregating in such a setting may exacerbate children's their symptoms and inciting negative feelings



As previous research has shown, play therapy engages young pre-verbal children in storytelling, and provides a window into their perspectives and interpretations of life events.

towards therapy. Individual sessions of PCIT would allow both parent and child to focus on their interaction patterns and quality of relationship.

Drawing on attachment theory, social learning theory and traditional play therapy, PCIT is a developmentally suitable intervention for preschool children dealing with behavioural difficulties (Timmer, Ware, Urquiza, & Zebell, 2010). As previous research has shown, play therapy engages young pre-verbal children in storytelling, and provides a window into their perspectives and interpretations of life events. The importance of attachment and parenting is highlighted in the social learning component of PCIT, a component that has effect on multiple domains of child functioning. However, the model is not trauma-informed and its capacity for dealing with posttraumatic

stress symptoms depends on many environmental and contextual factors related to the parent-child relationship (Borrego, Gutow, Reicher, & Barker, 2008; McNeil, Hembree-Kigin, & Anhalt, 2010).

Conclusion

It is evident in the research that exposure to IPV during the preschool years bear significant impact on young children. The emotional, psychological, social, cognitive, and physical consequences on child development have the potential of carrying forward into adulthood, bring upon a long-lasting impact on the child. Environmental and contextual risk factors can exacerbate the situation; while protective factors and resilience can also disrupt the trajectory of abuse and maltreatment.

With such damaging consequences to the youth of Australia, the Australian government needs to incorporate the experiences of child victims in the development of public policies in the areas of child welfare, mandatory reporting and IPV (Powell, & Murray, 2008). Social learning theory and child-centred play therapy offer perspectives that inform the underpinnings of effective intervention suited to the developmental stage of preschool children. With the influence of the parent-child attachment relationship, the PCIT model of behavioural-parent training empowers the role of parenting in enriching the relationship, re-establishing safety and trust, and providing therapeutic effect for the child in times of chaos. This model equips parents with the skills to carry forward

after termination of therapy. However, as PCIT has not shown to improve all five domains of child functioning and development, especially the posttraumatic stress symptoms, it cannot be deemed the 'gold standard' intervention for preschool children who have been exposed to IPV (Borrego, Gutow, Reicher, & Barker, 2008). More studies specific to this population are required to further establish PCIT as an intervention specifically for preschool children exposed to IPV. 

Biography

Rachel has recently graduated from UQ with a Master of Counselling. Having previously completed a Bachelor of Arts and Bachelor of Education (Early Childhood) from QUT, she has a passion for empowering children and young people through counselling, and advocating for their voices within families and society.

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Sandplay therapy & teacher wellbeing: A consideration for practice

By Robbie Spence

Many teachers enter the profession with idealism and enthusiasm. There are lives to change and futures for which to prepare. Unfortunately, as the demands of the teaching profession begin to take hold, as teachers learn through experience and become aware of their competencies and incompetence, as they engage in professional learning and are herded onto the merry-go-round of curriculum change and reform, many question their ability to competently undertake their professional duties. They might feel that their efforts to support student needs through periods of educational change are thwarted. Their energy and enthusiasm becomes depleted and they become stressed and emotionally out of balance. If they are experiencing any personal problems, this only contributes to their despair and frustration.

It takes an emotionally strong human being to manage a group of twenty-five or thirty children – their needs, their wants, their ups, and their downs. To effectively address these things in light of socio-economic background, ethnicity, language, health and other differences is truly a demanding task. Teachers must take on the roles of a counsellor, psychologist, event manager, health promoter, sales person (it's sometimes difficult trying to "sell" decimal fractions to a group of eleven year olds who have their hearts set on afternoon sport!) etc.

In this situation, the teacher might feel trapped between two competing priorities. One hand is stretched out, drawing direction from an ever-changing educational system and trying to articulate policy into practice. The other hand is reaching out to the children, desiring to meet every need, to reveal hidden potential, to model a pathway to success and to let them know they are good

enough. At the end of the day, the teacher returns home to participate in his/her own world and in the lives of family and friends.

Effective teachers are amazing individuals. The profession is often overlooked and undervalued. Indeed, many teachers perceive this and it can be very disheartening. Maintaining teacher professional competence has been catered for through in-service professional development, school-based professional learning opportunities, and teacher team planning environments (Collinson and Cook, 2003; Hawley and Valli, 2000; Healy, L., Ehrich, L., Hansford, B., and Stewart, D., 2001; Lohman, 2006; Sense, 2005).

Schools have also engaged in sub-school restructuring and amalgamation in order to allow teachers greater capacity to develop professionally with the goal of transformative learning (Eisen, 2001; Mezirow, 1997; Reusl, 2005) leading to satisfied and enthusiastic practitioners of education.

Additionally, teachers are encouraged to undertake postgraduate studies to maintain current knowledge about recent research applications to educational contexts. All of these approaches to keeping teachers alert to their important and professional position within society are essential.

However, one must address teacher professional competence and self-efficacy, not only from the external perspective of "What can we do to develop and maintain teacher competence and confidence?", but also from the internal perspective of the teacher: "What would support my emotional wellbeing from which my confidence in my professional competence can be developed, maintained, and sustained?".

As counsellors, how can we support the emotional and unconscious elements impacting on teacher wellbeing?

Sandplay therapy is an expressive therapy that can be used to gain access to the unconscious in order to bring healing to consciousness (Pearson and Wilson, 2001). At its most basic level, sandplay therapy involves using figurines and symbols in a sand tray; creating scenes, feeling, and working with the sand; constructing, rearranging, and connecting with play in a process of creating metaphors and stories. It helps the client to bypass the ego or mind and connect with the psyche using the language of symbols. Sandplay has its historical roots in work with children (Ammann, 1991; Kalff, 1980; Mitchell and Friedman, 1994) and more recently, its effects on student wellbeing have been considered within the school setting (O'Brien, 1998; Tunnecliffe and O'Brien, 2004). Considering that teachers themselves have been found to have the most profound impact on student success within the learning process (Lingard et.al., 2001), one might suggest that by supporting the professional and emotional wellbeing of teachers, student wellbeing might also be supported. Sandplay therapy can also be applied successfully in addressing adults as well as children. Bradway, Chambers, and Chiaia (2005) discuss how adults who experience burnout in daily living can address issues through the same element of play. Teachers are no exception and indeed, various case studies describe sandplay therapy and its application to adult clients as well as children (Dundas, 1989; Turner, 2005; Weinrib, 1983). Life challenges and traumas originating from personal difficulties can affect the professional competency of teachers and vice versa, and sandplay therapy is one expressive



way to treat traumas that impact on the lives of individuals, both at physiological and psychological levels (Crenshaw, 2006; McCarthy, 2006).

As important members of the school community, teacher wellbeing is a critical idea to consider in relation to student wellbeing, professional competency and attitudes to undertaking professional duties. Sandplay therapy might be considered as a therapeutic approach to supporting teachers in this way. This is something to consider when the next client knocking at your door is a teacher. Consider sandplay therapy or other expressive therapies as a modality to support their wellbeing. ☺

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An analysis of anxiety provoking stimuli in regional, secondary students



By *Mahalia Scholz*

Abstract

This qualitative study explores what triggers anxiety in regionally located, senior-secondary school adolescents. Research on perceived anxiety stimuli, including the constructs of geographical location or adolescence, is extensive.

However, there is limited research identified in exploring perceived anxiety stimuli with regionality and adolescence as combined constructs. Semi-structured interviews of senior-secondary school students, who resided in a regional hub in South-Eastern Australia, were conducted. The process of thematic analysis was

used to identify themes from the data. The following three emerged: 'The Removal of What is Known and Recognised'; 'Educational Sector Prioritising Academic Success over Emotional Needs'; and 'The Transition Toward an Adult Identity'. Ten subthemes underpinning the main themes also emerged.

Perceived anxiety stimuli circulated around themes of possessing an unknown career path; losing the structure of secondary school; uncertainty in friendship permanence; awareness of educational limitations; emotional

support failing to meet needs; academic staff pressure, economic participation; practical skill unawareness; increased decision-making; and identity shifting. These findings partially support prior evidence, and contribute to the research base related to perceived anxiety stimuli in a more specific population. In concluding the study, limitations, future recommendations, and implications are discussed in full.

Keywords: anxiety, stimuli, regional, qualitative, thematic analysis, adolescence.



To date, there is little research on what stimulates anxiety for Australia's young people living and studying regionally. Anxiety in healthy functioning individuals is described as a feeling of nervousness, uneasiness or worry about a situation or outcome (Chorpita et al., 2000). For the young Australian population, the National Health Survey of Mental Health and Wellbeing noted that one in four has a reported mental illness, and that poor mental health is highest in those aged 16-24 (Australian Bureau of Statistics (ABS), 2008). This

is a major cause for concern considering that the Australian Institute of Health and Welfare (2007) also stated that anxiety, alongside depression are the leading causes for disease burden in young people. These high rates of anxiety and depression are leading to poor outcomes such as one in three young Australian's experiencing high levels of psychological distress (Kessler et al., 2005), and the Mission Mental Health Report reflected an increase in suicide rates (Mission Australia, 2016). Currently, anxiety is significantly impacting school and work for young people, regardless of diagnosis (Australian Government: Department of Health, 2015, p. 46). The long-term effects of anxiety can be detrimental. Anxiety can impede economic productivity, significantly interfering with almost one half of those in the workforce (Hunt, Issakidis, & Andrews, 2002). Anxiety has also accounted for a reduction in life due to ill health in 17% of females and 32% for females, according to Disability-Adjusted Life Years' statistics (ABS, 2008). Given this empirical evidence, and the potential differences in this presentation based on geographical location, anxiety in young people is becoming an increasingly pertinent issue.

Anxiety in Young People

As a first step in research, a literature review was conducted on anxiety stimuli based on age and location. The literature review primarily utilised the following online data bases; Australian College of Applied Psychology ELibrary, Google Scholar, EBSCO Host, and Sage Publications. Given the fluidity of mental health definitions, research older than twenty years was excluded unless it specifically addressed theoretical applications. Adolescent papers were favoured as they encompassed the age bracket of 16-18 years; the target population of this study. Also, to ensure that anxiety is presented from an Australian, regional perspective accurately, research utilising western participants was preferred. (Baxter, Scott, Vos, & Whiteford, 2013). The following issues were identified, in relation to anxiety producing stimuli in adolescents; the removal of structure, the current educational format and the challenges faced in transitioning into adulthood.

The Removal of Structure

There are several stimuli that relate to the removal of structure from adolescent life, and produces anxiety. Firstly, not knowing a career direction may be

anxiety stimulating. Research suggests that choosing the correct career path is a task, involving many complex aspects (Campbell, & Cellini, 1981). Specifically, Amir, and Gati (2006) researched key stressors around career decision making, and identified that participants felt that 'general indecisiveness' mainly contributed to the anxiety of choosing a career path. This is substantiated by Kniveton (2004), who noted that adolescents are in the 'realistic' decision making phase, considering many potential career paths. Thus, this indecisiveness and complexity in career decision making is shown to trigger anxiety.

The need for routine and stability also appears to relate to possessing an unknown career path. Rivkin, Hanushek, and Kain (2005) reported that students have increased study commitment and self-esteem when involved in a consistent routine or structure. Specifically, this study among others (Hoxby, 2000), attributed consistent classroom size, attendance, and regularity of subjects to the success of secondary students in different school districts across Australia. Overall, structure may act as a protective factor, and without the perceived structure that schooling provides, anxiety may be induced. Given all students leaving secondary school will lose connection with this specific structure, the imminent loss is concerning.

Peers also provide structure in adolescence, guiding the formation and maintenance of social relationships, as well as contributing to social role development (Nelson, & DeBacker, 2008). Maehr's (1984) theory of personal investment, suggests adolescents form and maintain social relationships to enhance a sense of self, and to fulfil personal and achievement goals (as cited in Nelson, & DeBacker, 2008). Nelson, and DeBacker (2008) stated that protective factors for friendships in adolescence are 'best friend academic valuing'; 'class belongingness'; and 'friendship quality'. However, given the self-reporting nature of Nelson, and DeBacker's (2008) research, it is possible that other constructs regarding social relationships may also be present in students' lives to cause, or protect them from anxiety. However, the removal of friendships or abrupt changes in their maintenance can induce anxiety, due to a diminished sense of self, a realignment of goals and a lack of security.

In conclusion, little research has compared metropolitan and regional areas in terms of structural differences within the education system. Therefore,

perceived differences may be affecting either student population in ways unknown. This is particularly important to address as National Mental Health for Children and Adolescents noted that all forms of anxiety, whether healthy functioning or clinically diagnosed had a higher prevalence in areas outside of capital cities (Australian Government: Department of Health, 2015, p.44). A study utilising a regional adolescent population (Arnold, Newman, Gaddy, & Dean, 2005) concluded a meta-analysis of studies in rural education and identified the top ten researched topics from an original 39. For example, topics such as "Student life work and Planning", "Factors influencing academic achievement", and "School safety and discipline", were factors identified as affecting students in rural education settings. In analysing these concerns, it indicates that students may have several pitfalls in studying regionally compared to in a metropolitan area. This may suggest that rurally based students have numerous issues with which to deal, adding to constructs that may stimulate anxiety.

The Delivery of Education

Regarding the way in which education is delivered, anxiety appears to have no relationship with the amount of emotional support received from guidance officers or school counsellors. Emotional support from guidance and counselling staff does not appear to significantly impact a student's outcomes in life, particularly in how they influence career paths. Paa (2000) presented descriptive data on secondary students and their key influences in succeeding in a chosen career path. Results showed that school counsellors had little impact on student decisions, indicating that students may not be inclined to report anxiety from interacting with guidance staff. This study is methodologically weak however, as Paa (2000) did not record the number of interactions between counsellors and students. In response to this, Lapan, Gysbers, and Sun (1997) identified the relationship between comprehensive guidance programs and positive student wellbeing. This postulates that there

if there were a relationship between counsellor interaction and student wellbeing, it could serve as a protective factor.

Where anxiety may be present however, is in personal and staff expectations of students' academic success. Paa (2000) also reported that students place high importance on the amount of education required to meet a certain career expectation. Given this result categorised as 'personal influence', students may feel personally pressured to succeed, thus experiencing anxiety as a result. This supposition further supports Mission Australia's (2016) claim; that the second largest stressor for senior-secondary students is within school and study, and the meta-analyses conducted by Grant, Green, and Rynsaardt, (2010) that suggests that exam outcomes reflect on both student and teacher performance. Combining the pressure placed from academic staff on students to succeed, and the minimal influence that guidance roles have in student's lives, there may be a norm that constitutes a focus on academia, as opposed to the emotional needs of students.

A Change in Identity and Associated Tasks

In searching for how a shift in identity may stimulate anxiety, a lack of practical skills when graduating, increased worry of participating in the economy, the differences in decision making throughout the lifespan and the associated changes in identity were revealed. To demonstrate, a potential anxiety stimulus for adolescents was reported within educational content and delivery. Weis (2013, p.81) suggested that school systems in Australia focus on teaching specific educational outcomes, setting aside life lessons associated with growth and identity that help an individual succeed in an increasingly economic society. In contrast, upon searching, minimal research was found on curricula that specifically promoted the inclusion of daily living skills or economic tasks that require fulfillment in adult life. Thus, the absence of literature to support its inclusion, combined with Weis's (2013) knowledge may indicate that a lack of

practical information may be promoting anxiety for students.

When transitioning toward an adult identity, there is also a change in the decision-making capacities of an individual, where higher order, future orientated decisions become of focus. Particularly, the following research has identified changes in the decision-making processes between early and later adolescent years. Guided by previous research (Jacobs, & Ganzel, 1993), Jacobs, and Klaczynski (2002) demonstrated that key differences in decision-making between younger and older adolescents were within the ability to perceive risks, plan future outcomes and utilise hypothetical situations. Both Jacobs, and Ganzel (1993) and Jacobs, and Klaczynski (2002) noted that the changes in decision-making processes were largest between young and later adolescence, however they failed to include a breadth of supporting evidence as to why so many changes existed, or within the many changes and how they influence anxiety. Thus, anxiety could stem from the combination of a new approach to thinking, and increased responsibility to make decisions for oneself, however research revolving around advancements in decision making and their impact on anxiety should be examined to clarify this.

Employing a broader perspective, anxiety may be created from the many developmental and social challenges present when shifting into late adolescence and adulthood. Based on the tasks outlined in Erikson's psychosocial development, 'mastery', or focussing on enhancing skills, 'identity', or the development of a sense of self, and 'intimacy', or developing physical and emotional closeness to others, are all key tasks for an adolescent to complete to shift into the next life stage, early adulthood (Zarret, Eccles, Piha, & Hall, 2006). In researching youth development, Zarret, Eccles, Piha, and Hall (2006) also noted other key tasks such as relationship shifts, role re-evaluation and sexual exploration (Eccles, & Gootman, 2002). Both studies noted such tasks take effort and thought, as challenges are tackled simultaneously in the process of entering adulthood (Eccles, & Gootman,



2002, Zarrett et al., 2006). Thus, the effort utilised in overcoming many developmental challenges at the same time could stimulate anxiety in adolescents.

Research Gap

Three distinct research gaps emerge from this review, within the domains of content, methodology, and theoretical approach. To begin, all studies that addressed anxiety stimuli did not factor for geographical differences. For example, whilst the Mission Mental Health Report, targeted young people in Australia, it failed to account for locational differences (ABS, 2008). Similarly, if Paa (2000) included geographical location as a key variable, they may have provided valuable information on the interaction between regionality and adolescence. Rivkin, Hanusek, and Kain (2005) presented data from different districts in Australia, but did not compare results or report district specific data, missing vital information that would have combined the constructs of regionality and adolescence.

The review reported evidence that had taken both qualitative and quantitative approaches to data interpretation and analysis. Paa (2000) employed Likert scale questions, and despite the numerous standardised measures used, left little room for interpretation of other factors that could influence career paths. Similarly, Amir, and Gati (2006) used Likert scaling that aimed to collect data on ten specific themes. Again, whilst it was helpful in directly answering what may hinder decision making and induce anxiety, Amir et al., (2006) left little room for authenticity in participant responses. In contrast, Nelson, and Debacker (2008) employed self-reporting tools, which allowed for a range of flexibility in participant responses of friendship importance. Nelson et al., (2008) however ran the risk of participants being too subjective in nature, and presenting information that roams from their specific research question.

In relation to theoretical approach, Jacobs, and Klaczynski (2002) interpreted responses from participants in a manner that reflected individual social worlds and thought. The social constructionist



account employed allowed their research question to be explored based on individual perceptions. Thus, using a social constructionist approach, compared to studies that presented their research in a positivist manner (Amir, & Gati, 2006., Paa, 2000) produced a deeper, subjective understanding of how anxiety is felt and perceived by each participant.

Research Aim

The aim of this research is to explore anxiety provoking stimuli in regionally located, adolescents. By combining the two key constructs of age and regionality, this study will collect responses from participants around worrying and stressful concepts that stimulate anxiety in their lives. It will take a qualitative approach to data collection, by using a semi-structured interviewing to gauge deep, individual perceptions of what is anxiety provoking. Guided by previous research, thematic analysis will forefront data analysis, which will be guided by the overarching phenomenological approach of social-constructivism.

Method

DESIGN

Qualitative methodology was chosen to guide this research. Thematic analysis was the method employed for data analysis, as this allowed for a consideration of emerging themes that relate to what

provokes anxiety in the chosen population (Braune, & Clarke, 2006). Based on phenomenology, anxiety provoking stimuli will be recognised as a construction of each participant's social world, and the aim will be to look for commonalities in responses to identify key themes within. Given the social-constructionist phenomenology employed, latent themes will be reported, as well as any key subthemes that emerge from the data (Hsieh, & Shannon, 2005).

PARTICIPANTS

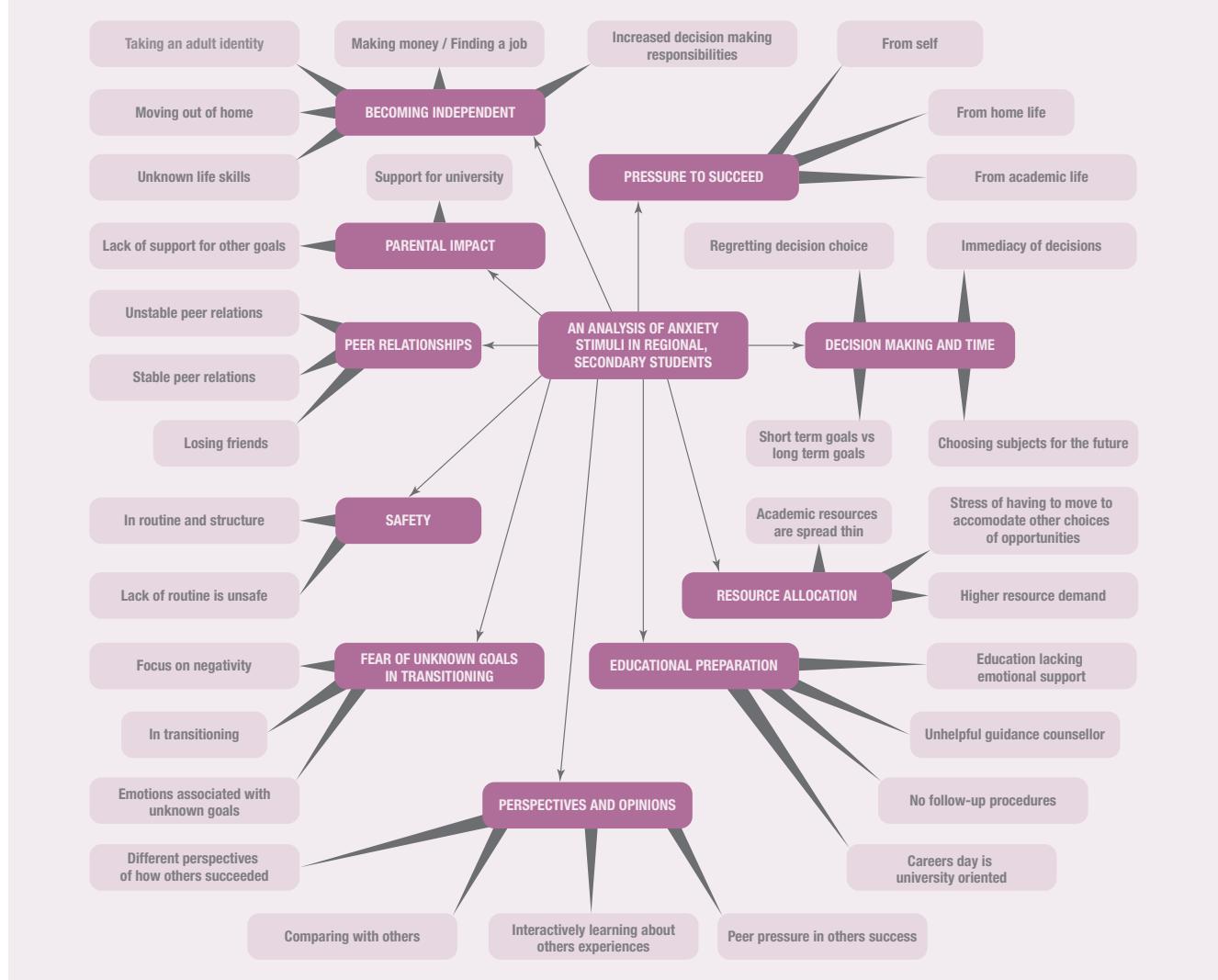
Participants were seven (seven females and zero males) full time, higher-secondary students ($M_{age} = 17$), who volunteered to participate in a 30 minute, semi-structured interview. All participants were enrolled in years between ten and twelve. Given the target population represents regionality, participants each attended high-school within the region, with three participants attending Trinity Anglican College, three attending Albury High School, and one participant attending Wodonga Senior Secondary College. All seven participants lived in Albury-Wodonga, or surrounding remote towns (one participant).

MATERIALS

Five semi-structured interview questions were created with the intent of generating answers specific to anxiety stimuli from each participant. The questions are as follows:

STUDENT ANXIETY

Figure 1. Initial Thematic Map for the Research Project, 'An Exploration of Anxiety Provoking Stimuli in Regional, Secondary Students'.



1. What do you think are some of the problems to overcome when leaving high school?
2. What emotions do you feel when you think about leaving school and entering the next stage of your life?
3. What worries you the most about leaving high school?
4. What do you think is the most important thing to do when you leave school to help you transition into adulthood?
5. Can you describe what is making this process easier or more difficult for you?

PROCEDURE

Participants were recruited on the social media platform, Facebook. A single advertisement was placed on the site, which encouraged individuals to contact the researcher via email (Appendix A). Participants who expressed their interest

received an information statement, and two Australian College of Applied Psychology standardised consent forms; one for the participant and one for their parent or guardian if they were under the age of eighteen. Once participants had returned consent forms via scan, the researcher set an interview time. An interview was conducted at a local coffee shop, outside of school hours to enhance neutrality. Participants then participated in the interview, which was prompted by the five questions outlined above. Approximately six minutes was set aside for each question, where the researcher encouraged exploration of personal experience. During this time, a laptop was recording the raw data, which was then transcribed and coded for analysis.

TRANSCRIPTION PROCEDURE

Braun and Clarke (2006) suggested a systematic process to this type of analysis,

in which six specific steps were followed:

Familiarising yourself with the data. To familiarise myself with the research data, I transcribed each interview from audio to text format to create an orthographic account of what was said in the interviews. Table 1, Appendix B shows verbatim examples of transcribed data.

Generating initial codes. Given the size of the data set, I manually highlighted each interesting extract to generate initial codes, which were then labelled as per which code it represented. A total of 33 codes were generated, which were then tabulated based on which data extract and corresponding codes.

Searching for themes. Figure 1 details the initial thematic map created to identify relationships between codes, and how they may classify into overarching themes within the data set. Searching for themes entailed refocussing on the broader, underlying themes to explain more richly



what provokes anxiety in this specific population group (Braun & Clarke, 2006).

Reviewing themes. In reviewing themes, Patton (1990) suggested comparing each theme and the sub-themes within, collapsing similar sub-themes, shifting data, and removing sub-themes or themes that do not have adequate supporting data. The revised thematic map with all changes is found in Appendix C (Figure 2).

Defining and naming themes. This entailed reviewing each final theme and ensuring each specifically described what it intended to. As each theme that emerged from the reviewing process, it was redefined to accurately represent a key issue that stemmed from participant responses regarding anxiety provoking stimuli. Some subthemes were renamed for better fit.

Producing the report. This entails reporting an accurate and thorough account of the themes that have emerged, which will be completed in the results and discussion section of this paper.

RESEARCH REFLEXIVITY

To ensure I fully immersed myself in the content and to prevent bracketing, initial thoughts were scribed into a progress journal (Carpenter, 2007). Carpenter (2007) suggested that this technique creates awareness of any researcher bias or preconceptions, which may arise during analysis.

Results

The final thematic map (Appendix D, Figure 3) reveals three key latent themes, and ten subthemes. Thus, the proceeding themes and subthemes intend to help to explain what provokes anxiety in the current sample of regional, senior-secondary students. A thematic analysis table can be found in Appendix E (Table 2), that shows the development of each verbatim quote and how they were processed into themes and subthemes.

THEME 1: THE REMOVAL OF WHAT IS KNOWN AND RECOGNIZED

This theme describes a range of stimuli that pertains to the removal of set routines and plans that are known to each

participant. Each subtheme, ‘Possessing an Unknown Career Path’, ‘An Absence of Structure that Secondary School Provides’, ‘Uncertainty in Friendship Permanence’, and ‘Perceived Awareness of Geographical Limitations in Education’, support a removal a certain routine.

Subtheme 1: Possessing an unknown career path. E2 stated, “I had no idea what I wanted to do and I still don’t really have... like... I’m stressed” (29-30). This statement suggests that there is a level of anxiety in not knowing which career path to take, compared to others who may have already chosen their career choice.

Subtheme 2: An absence of structure that secondary school provides. This subtheme is related to the period-like school structure that has been entrenched in secondary student’s lives. The anxiety seems to appear when the thought of removing this structure occurs. For example, E2 suggested “You’ve got your holidays, your set terms, holidays, and I don’t know, I’m just scared with what I am going to do with that structure”, (57-58).

Subtheme 3: Uncertainty in friendship permanence. G1 noted that, “... talking about your friends and like all these friends that mean so much to you know... down along the track this could be the end” (50-51). The uncertainty in friendship permanence across participants appears to relate to not knowing the future of stable friendships that have been formed in this time span once secondary school is completed. This ending of established friendships also appears to be a source of anxiety for students.

Subtheme 4: Perceived awareness of geographical limitations in education. This subtheme relates to the felt differences in access to resources that enable a student to study tertiary education, specifically the breadth of course types offered. For example, E2 claimed that, “I reckon there would be a big difference between each because regional students only know about local tafes and uni’s but they don’t know about Melbourne universities and they can’t experience it, and what they want to do there” (44-46). Given their geographical location, participants appear to feel

like they are ‘missing out’ on tertiary opportunities in metropolitan areas.

THEME 2: EDUCATIONAL SECTOR PRIORITIZING ACADEMIC SUCCESS OVER EMOTIONAL NEEDS

Adolescents appear to experience anxiety from pressure that academic staff place on them to receive exceptional marks, and in the poor emotional support from guidance officers or school counsellors. This theme includes two subthemes, ‘Emotional Support Roles Failing to Meet Student Needs’, and Educational Staff Pressure to Succeed Academically’.

Subtheme 5: Emotional support roles failing to meet student needs. This refers to anxiety stemming from emotional support staff in the educational institution. Specifically, school counsellors are felt to not be supporting emotional needs during this transition. The data extract from M4 provides light on this; “No, not really. You know, you get a careers advisor at school that prepares you for applying to university and... help you find out what you might do there, but they don’t really help you with any of those unknown emotional questions”, (11-13).

Subtheme 6: Educational staff pressure to succeed academically. This refers to the perceived excess pressure and stress placed on regional students to succeed by academic staff. An example of this is provided in M4’s interview, “I think it’s... you’re sitting there and getting a briefing on an exam and you feel so much pressure to do well or you feel like you’ll fail. This whole idea of failing is getting to a lot of other kids”, (70-72). This concept of perceived pressure appears to create anxiety.

THEME 3: THE TRANSITION TOWARD AN ADULT IDENTITY

This theme appears to discuss the anxiety associated with the shift in perceived roles present in childhood, and how they may change as they shift into a new life transition. This latent theme is comprised of four subthemes, ‘The Perceived need to Increase Economic Participation’, ‘No Knowledge of Practical Life Skills’, ‘Increased Responsibility to Make

Decisions Independently', and 'Shifting away from a Childhood Identity'.

Subtheme 7: The perceived need to increase economic participation.

This subtheme refers to the felt need to increasingly participate in the economy. For example, E2 stated, "And then you like, enter the workforce because if you aren't doing anything then... you're broke basically", (10-11). Specifically, participants spoke of gaining full-time employment and living independently, and the pressure to participate directly after secondary school appears to be creating anxiety.

Subtheme 8: No knowledge of practical life skills. This relates to the perception held that students are not fluent in practical life skills associated with adulthood. For example, M4 noted, "I think that schools in general are traditional in following a syllabus and doing school things. They don't teach you how to do your taxes or how to take a loan out on a car", (114-115). Thus, not having knowledge of practical skills may be triggering anxiety.

Subtheme 9: Increased responsibility to make decisions independently. This subtheme is dedicated to the increased decision-making responsibilities that adolescents feel they need to make in this transitional phase. For example, P6 noted, "I'm excited about that. But then also stressful because then you actually have to work out what you want to do and make money, and how to survive. That's a big thing", (23-24). Thus, there is increased stress present based on making such decisions.

Subtheme 10: Shifting away from a childhood identity. G1 stated, "... and I feel like leaving school means that your childhood is over and that's scary... everyone says that there's so much to look forward to like having a family of your own and all that, I don't know... I don't know, I don't feel ready to take that step to be an adult just yet", (72-75). This may indicate that there is anxiety associated with the emotional adjustment attached to this life transition.

Discussion

This study was conducted to explore what



anxiety stimuli was present in regionally located, senior-secondary students. This study contributes to the pool of existing research by identifying three latent themes and subthemes that emerged from qualitative, semi-structured interviews and thematic analysis. 'The Removal of What is Known and Recognised' was identified as a key theme and within that theme, four subthemes emerged. The second subtheme, 'Educational Sector Prioritising Academic Success Over Emotional Needs' was identified, as well as two corresponding subthemes. The final subtheme was labelled, 'The Transition Toward an Adult Identity', which included four subthemes.

THEME ONE: THE REMOVAL OF WHAT IS KNOWN AND RECOGNISED

Previous research supports the current studies results stating that anxiety is stimulated from a range of concepts that relate to the removal of known practices and routines. Firstly, not knowing which career path to take, the absence of secondary school structure and a perception

of regional resource allocation appear to be empirically supported in creating anxiety for regional, senior-secondary students.

Participants spoke of how not having a definite career path was stimulating anxiety, and Amir, and Gati (2006) provided supportive reasons for why such anxiety may present in choosing a career path. Amir, and Gati (2006) noted that indecisiveness in decision making pertained to feelings of not being ready to make such a decision. This indicates that anxiety is triggered in this population group specifically from feelings of indecisiveness, or as feelings of not knowing. The semi-structured interviews conducted in this study also indicated that a lack of understanding of the process of choosing a career path contributed to anxiety also, thus extending upon Amir, and Gati's (2006) research. Participants did not specify potential career paths when discussing their future, indicating that Kniveton's (2004) research may only apply to adolescents who have determined a career direction.

Secondly, participants identified anxiety



in not having a known structure to follow once completing secondary school. Many noted it is what they are ‘used to’, thus noting that this structure may be protective in its familiarity. Rivkin, Hanusek, and Kain (2005) noted that being embedded in a secure structure during adolescence contributes to high self-esteem. Thus, shifting away from the structure that secondary school provides may not be directly influencing levels of anxiety. Rather, lowered self-esteem because of removing this structure may be stimulating anxiety in this population group.

Thirdly, the current results support Nelson, and Debacker’s (2008) research on the importance of social relationships forming and maintaining during adolescence. Participants reported feeling anxious about not knowing the outcome of their current friendships once secondary school had completed. One stimuli for anxiety in regional adolescents may then be related to not only a shift in stable peer relationships, but at a deeper level a lessened sense of self and the new task to realign personal and progress goals that Nelson, and DeBacker (2008) also described in their work.

Regarding the differences in perceived awareness of geographical limitations experienced by regional adolescents, participants specifically reported anxiety over travelling to experience tertiary opportunities and a lack of subject diversity. Arnold, Newman, Gaddy, and Dean (2006) noted that regional students were particularly concerned about factors that influence their academic achievement. It is possible that anxiety could be associated with this felt concern. Given other minor comments about factors that influence academic achievement were made, more extensive research may be required into this interrelationship between perceived educational differences, concern, and anxiety.

THEME TWO: EDUCATIONAL SECTOR PRIORITISING ACADEMIC SUCCESS OVER EMOTIONAL NEEDS

The current results within this theme both support and contrast empirical evidence. For example, the subtheme revolving

around emotional support roles revealed stress associated with not receiving emotional support from guidance staff that are available to students. This contrasts Paa’s (2000) research, which stated that counsellors have little impact on how students measure themselves regarding career expectations. Students described their interactions as guidance staff being ‘useless’ or ‘unhelpful’, indicating that students may have interacted or accessed services to draw such a conclusion. This statement however also contrasts Lapan, Gysbers, and Sun’s (1997) research, as they suggested that interactions with guidance counsellors had a positive effect on wellbeing.

Also, participants reported that stress is generated from academic staff pressuring students to excel and obtain marks that enable them to undergo tertiary education. Paa’s (2000) observation about education amount and type may pertain to this in that, students personally place importance on succeeding in this area of their lives. Specifically, the perceived importance of exams and triggering stress appears to be consistent with literature also, as both students and staff attribute exam results to levels of competence (Grant, Green, & Rynsaardt, 2010). Thus, the felt competence in success identified (Green, et al., 2007), and the imminent anxiety felt from academic staff pressure present in both prior research and the current results (Mission Australia, 2016, Paa, 2000), may identify a key relationship in how anxiety is both stimulated and maintained in an academic environment.

THEME THREE: THE TRANSITION TOWARD AN ADULT IDENTITY

Prior research supported this themes identification. For example, anxiety was stimulated when students spoke of possessing no practical life skills that they perceived essential in adulthood. This supports Weis’s (2013) argument; that students are not being provided with information to help them succeed economically. Given the stress placed on students by academics (Paa, 2000), there may be a focus on academic success, therefore vital practical information may not be taught in curricula. Also, participants

specifically gave examples of not knowing the process of a job application, or how live self-sufficiently, supporting that students may perceive a need to participate in the economy once leaving secondary-school, and struggle to without the education to match. These results were key constructs specified as missing in the educational syllabus (Weis, 2013).

The study’s results also showed that anxiety is stimulated from the new-found capacity to make higher-order, future orientated decisions. This result is somewhat supported in Jacob, and Klaczynski’s (2002) paper, which outlined key changes in decision-making development. Participants spoke of how making independent decisions worried them, supporting that new decisions induced anxiety. However, Jacob, and Klaczynski (2002) reported key differences between younger ages than the target population in this study. This poses a further question of what other factors are stimulating anxiety specifically in the decision-making process, as students from this population group have already reached a developmental age that allows such decisions to be made.

The shift in identity from childhood to adulthood also appeared to provoke anxiety. Evidence within theoretical literature regarding developmental tasks presented reasons as to why anxiety may be present, as the many tasks outlined by Zarret, Eccles, Piha, and Hall (2006), and Eccles, and Gootman (2002) could be perceived as overwhelming in their completion for students. Many of the subthemes that have emerged from this study mention the theoretical tasks outlined such as ‘mastery’ and ‘relationship shifts’, which may further indicate that shifting into adulthood, and leaving behind a childhood identify is anxiety provoking.

Study Limitations

Several limitations of the present study should be noted. First, all participants in this study were female. This lack of diversity within gender may not have collected data specific to the target population, as the schools that participants attended were coeducational. Paa’s (2000)

research noted some gender differences between what creates anxiety in choosing a career, thus the current research not representing the chosen population group as accurately as possible. Second, the demographic screening of participants did not account for ethnic or cultural differences. Ang, Brand, Noble, and Wilding (2002) noted a sheer increase in multiculturalism and diversity across Australia. Not including ethnic or cultural preferences in the participant selection process may indicate that this as a third variable, was not recognised thus, not representing the specific population precisely.

Future Research Recommendations

The results presented in this study leave room for future research recommendations. Research could be conducted into each specific, practical skills that students are craving knowledge of, to be then implemented into future teaching practices. Second, is in the understanding of what specific anxiety stimuli is present in shifting from a childhood identity. Investigating each identity construct separately may result in the identification of anxiety being more prominent within one task. Also, the study noted the protective qualities of being emerged in a consistent structure. By investigating the relationship between structure and anxiety, light may be brought to the perceptions of what makes structure a safe, and anxiety preventing element in regional, senior-secondary students' lives. Comparisons between regional and metropolitan adolescents could also be explored to reveal any obvious geographical differences in stimuli. Finally, exploring the potential differences in anxiety based on gender or ethnicity, would make it applicable to specific subgroups within the study's chosen population.

Clinical Implications

Although the results are not generalisable, this study has contributed to the knowledge of what is anxiety provoking in regional, senior-secondary students, particularly in the areas of mental health, counselling, and education. By identifying three key themes that pertain to this specific population group, regional mental health practitioners

can now recognise and utilise this knowledge in their practice. Specifically, it has created awareness of the key stimuli that provokes anxiety in this population, which may be able to assist counsellors in combatting the increase in poor mental health in young Australians. Information from this study can be incorporated on how to alleviate each stimulus, how to employ specific coping strategies for each stimulus presented, or lead a therapeutic discussion on specific stimulus. This study has also created a greater awareness of specific anxiety stimuli that are associated with education. Educational staff now can amend or alter their teaching processes to ensure that secondary school is serving as a more protective environment that prepares students for adulthood, whilst respecting the importance of continuing structure. From a broader scale, educational sectors now possess the opportunity to utilise and incorporate programs that aim to reduce anxiety provoking stimuli that they can control.

In summary, this study identified, using semi-structured interviewing and thematic analysis, ten key themes that stimulate anxiety in regional, senior-secondary students. Prior research both supported and contrasted the current results, which has left room for future exploration into the key ideas of structure and routine, the educational sector, and its priority on academia, and into life transitional stages. This paper has served as an exploration into key anxiety stimuli in this population, which will impact awareness and practice within the counselling and educational population of regional Australia when encountering anxiety in students who are transitioning through life. ☺

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Appendix A

Recruitment Flyer used to Attract Participants via Facebook

Are you...

A Year 11 or 12 student who is sixteen years of age and over?

Are you interested in...

Making a difference to regional, secondary education?

Are you intrigued...

By what makes secondary students most worried about leaving high school?

IF SO...

You are very much invited to participate in our study on "An Exploration of Anxiety Provoking Stimuli in Regional Students Completing Secondary Education". Through a one on one, face to face interview, you will have the opportunity to discuss your views on what makes you anxious about leaving school.

This one off, thirty minute interview...

Will offer you the chance to explore what factors contribute to your worries about leaving high school and entering the next stage of life, adulthood. You will also be able to contribute useful information to the education and counselling professions.

For more information and expression of interest, please contact:

Mahalia Scholz

BIOGRAPHY

I am a 25-year-old who has resided in Albury-Wodonga, a regional hub in North Eastern Victoria my whole life. I attended Latrobe University, where I was valedictorian for the Bachelor of Psychological Science, and have recently completed the Masters in Counselling and Psychotherapy at the Australian College of Applied Psychology. I am also currently employed as a mental health worker at Wellways, and intend to open private counselling practice specifically targeting the adolescent population in the coming months.

Appendix B

Table 1 Verbatim Examples from Data Transcribed from Research Interview G1

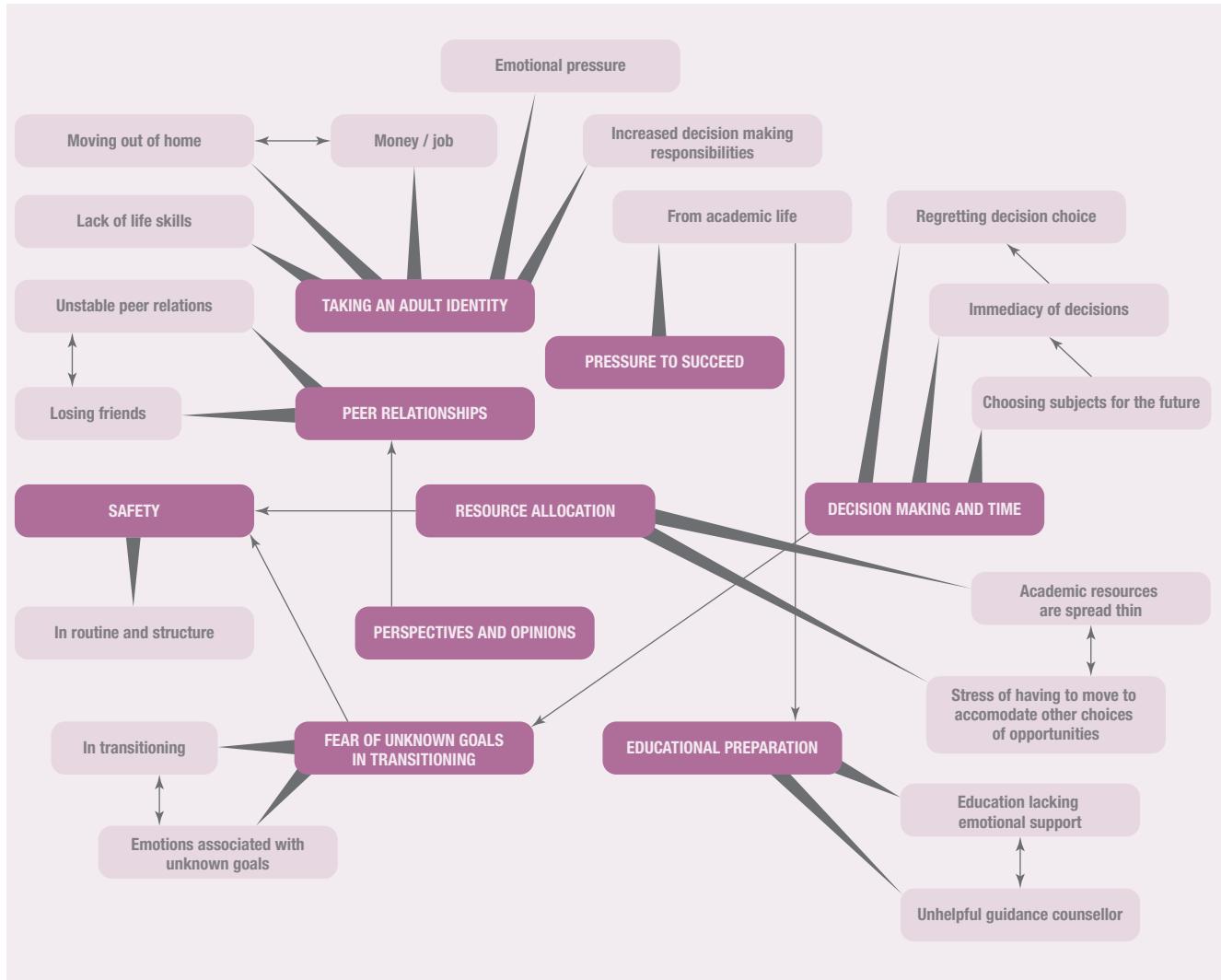
| Line Number | Data Extract |
|---|---|
| 1 | <p>M: Is there anything specific like an activity or program that you'd like to see that would help that?</p> <p>G: I think listening to people to and everyone gets to ask questions and see what different paths there are... (fades off)</p> |
| 2 | <p>M: It seems there's a real lack of knowledge there... So, my next question is, what emotions do you feel when you think about leaving school. Please describe them.</p> <p>G: I usually get really sad when people talk to me about it and I don't even want to say (laughing)... because... I don't know... it scares me a lot as I like being here and I like the routine and like I said, it's a safe space and yeah... coz I don't know or have motivation to change as I want to keep doing school.</p> |
| 3 | <p>M: So how do you feel about not knowing?</p> <p>G: It's scary... (lowers her voice) because I don't know what is out there... that kind of thing. It would be good to hear perspectives of what people have done because you hear about how they've finished school and they went into this job but... like now they did it and what it was like</p> |
| Note. M = researcher, G = Participant Pseudonym | |

STUDENT ANXIETY

Appendix C

Revised Thematic Map with Tracked Changes for 'An Exploration of Anxiety Provoking Stimuli in Regional, Secondary Students'.

Figure 2. Revised Thematic Map with Tracked Changes. Adapted from "Using thematic analysis in psychology", by V. Braune and V Clarke 2006, Qualitative research in psychology, 3(2), 77-101.



Appendix D Final Thematic Map of Latent Themes and Subthemes for 'An Exploratory Analysis of Anxiety Provoking Stimuli in Regional, Secondary Students'

Figure 3. Final Thematic Map of Latent Themes and Subthemes Adapted from "Using thematic analysis in psychology", by V. Braune and V Clarke 2006, Qualitative research in psychology, 3(2), 77-101.

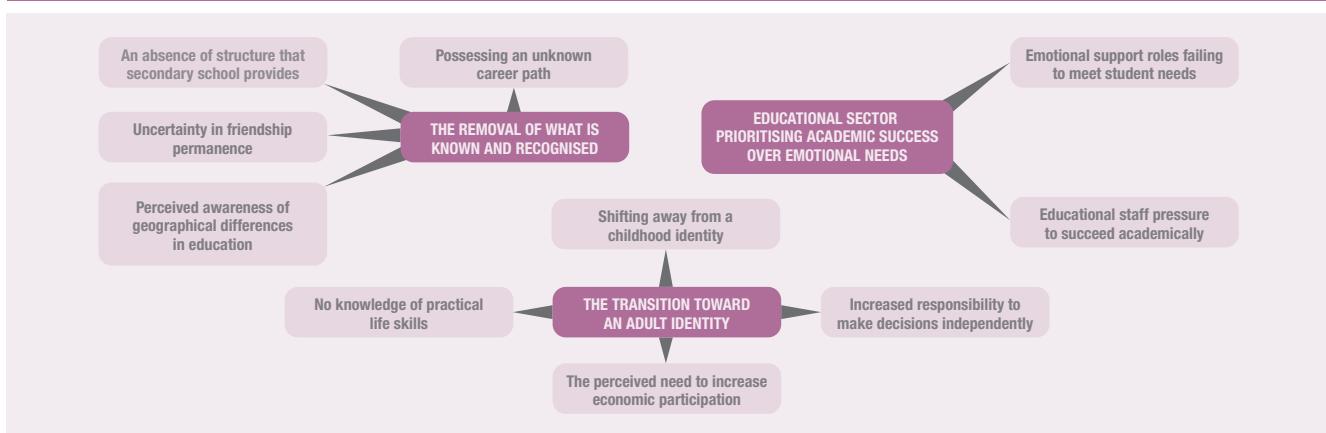


Table 2 Thematic Analysis Table for the Theme Development of 'The Removal of What is Known and Recognised', 'Educational Sector Prioritizing Academic Success over Emotional Needs', and 'The Transition Toward an Adult Identity'

| Interview and line numbers | Meaning unit/data extract | Condensed Meaning Unit | Code | Subtheme | Theme |
|----------------------------|--|---|---|--|---|
| C7. 76-78 | Because I feel like I have such a strong friendship group that I've built, I feel like that's going to go. Some people will stay close to but some people in know I won't see again. The change is what's worrying me the most. | That strong friendships might change, and it's worrying that I may not see some of them again | Losing friends | Uncertainty of friendship permanence | The removal of what is known and recognised |
| G1 50-51 | Talking about your friends... and like all these friends that mean so much to you know... down along the track this could be the end | Thinking that at the end of school, that it will be the end of some friendships | Losing friends | Uncertainty of friendship permanence | The removal of what is known and recognised |
| G1. 133-134 | It's crap because you have to choose subjects that will help you.... how do you do that when you don't know what you want to do? | Its hard to choose subjects for the future when you have an unknown career path | Difficulty choosing subjects for the future | Possessing an unknown career path | The removal of what is known and recognised |
| E2. 29-30 | I had no idea what I wanted to do and I still don't really have... like... I'm stressed. | I'm stressed because I don't know what career to pursue | Unknown goals in transitioning | Possessing an unknown career path | The removal of what is known and recognised |
| P6. 99-101 | The unknown. It's not knowing what's out there after school. If I don't know what I want to do or where I want to go, that's pretty worrying | I am anxious about not having a plan once high school finishes | Unknown goals in transitioning | Possessing an unknown career path | The removal of what is known and recognised |
| E2. 57-58 | You've got your holidays, your set terms, holidays, and I don't know, I'm just scared with what I am going to do with that structure (fades off) | I am scared about not having the structure that school provides me | Safety in routine and structure | An absence of structure that secondary school provides | The removal of what is known and recognised |
| B3. 28-31 | All I know is getting up, going to school, and coming home from school and then going to work, or going to training or doing whatever. Umm... like, that's all I know and then once schools finished then I don't really know what to do from there so... I don't know I am kind of scared | I am scared about not knowing what is outside of my regular routine | A lack of routine is unsafe | An absence of structure that secondary school provides | The removal of what is known and recognised |
| L5. 77-78 | I guess just the fact that I know it's going to be completely different when I finish school. I know it's not just going to school every day and coming home. | When school finishes, it will be completely different | Safety in routine and structure | An absence of structure that secondary school provides | The removal of what is known and recognised |
| P6. 9-10 | So, like, when you are kind of used to school and the structure of school and then as soon as you leave school that's gone and you lose some of that structure | Some of the structure will be lost in my life when school finishes | Safety in routine and structure | An absence of structure that secondary school provides | The removal of what is known and recognised |
| E2. 44-46 | I reckon there would be a big difference between each because regional students only know about local tafes and unis but they don't know about Melbourne university and they can't experience it, and what they want to do there. | Regional students don't know about universities in the city, therefore don't have the opportunity to explore them | Stress of having to move to accommodate for | Perceived awareness of geographical differences in education opportunity | The removal of what is known and recognised |

STUDENT ANXIETY

Table 2 Thematic Analysis Table for the Theme Development of 'The Removal of What is Known and Recognised', 'Educational Sector Prioritizing Academic Success over Emotional Needs', and 'The Transition Toward an Adult Identity' (continued)

| | | | | | |
|----------------|--|--|---|--|---|
| E2. 91-93 | I want to go into interior design, but then I have the choice whether I want to stay and do it in Wodonga or go to Melbourne for it. There's more facilities in Melbourne for it, and that's a choice that I have to make. | I have to make a choice to move to Melbourne if I want more facilities to do interior design | Regional academic resources being spread thin | Perceived awareness of geographical differences in education | The removal of what is known and recognised |
| M4. 86-90 | But if you go out to a school in the middle of nowhere... and you get there and there's one person who is the head of pastoral care for all of the students... you kind of go into meetings with them... you just feel like they really don't want to be there | The teachers in regional areas appear that they don't want to be there as they are the only staff working in pastoral care | Regional academic resources being spread thin | Perceived awareness of geographical differences in education | The removal of what is known and recognised |
| L5. 86-88 | I think there are counsellors that are at school but I don't see them though. We might have a careers person but they don't work on emotional stuff. I've seen them once and they were useless. She isn't there all the time either. | The counsellors at school aren't there all the time and the careers person doesn't work on emotional support | Regional academic resources being spread thin | Perceived awareness of geographical differences in education | The removal of what is known and recognised |
| C7. 100-101 | I reckon there would be more specialised teachers in the city to deal with subjects that may be an advantage. | The city might have more specialist teachers, which is an advantage | Higher resource demand | Perceived awareness of geographical differences in education | The removal of what is known and recognised |
| M4. 28-29 | And they talk about leaving school, they don't talk about other things that involve leaving this space and this life. | Teachers only talk about leaving school, and not other things involved in life. | Unknown life skills | No knowledge of Practical Life Skills | The transition toward an adult identity |
| M4. 11-15 | I think that schools in general are traditional in following a syllabus and doing school things. They don't teach you how to do your taxes or how to take a loan out on a car. | Schools are traditional in teaching you a syllabus and don't include lessons on taxes or other life skills | Unknown life skills | No knowledge of Practical Life Skills | The transition toward an adult identity |
| L5. 16-17 | Yeah, they say it's what we need to know and what we need to learn, but they're not giving me any of the tools to learn and move out. | Schools aren't providing us with tools to move out of home | Unknown life skills | No knowledge of Practical Life Skills | The transition toward an adult identity |
| B3. 101-102 | I just doing think I could cope being away from my family and friends for so long because I do rely on people a lot. | Relying on people means that I couldn't cope without friends and family for long | Increased decision making responsibilities | Increased responsibility to make decisions independently | The transition toward an adult identity |
| L5. 22-25 | Umm... I'm a bit scared because I feel like if I don't end up becoming a vet nurse I don't know what ill end up doing and that's a lot of years to be wasting. That's three years of me studying at school and wasting my time becoming a vet nurse | If I don't become a vet nurse I don't know what ill do. I don't want to stress and waste my time. | Short term decisions for long term goals | Increased responsibility to make decisions independently | The transition toward an adult identity |
| P6. 23-24 | I'm excited about that. But then also stressful because then you actually have to work out what you want to do and make money, and how to survive. That's a big thing, | Im excited but stressed about making money, participating in the economy and deciding on a career. | Immediacy of decisions | Increased responsibility to make decisions independently | The transition toward an adult identity |
| P6. 58-59 | It's the worry about, at the end of my life, will I have achieved what I wanted to achieve. | Im worried that I wont have achieved what I set out to do | Regretting decision choice | Increased responsibility to make decisions independently | The transition toward an adult identity |

| | | | | | |
|--------------|--|--|---|---|---|
| G1. 72-75 | and I feel like leaving school means that your childhood is over and that's scary... everyone says that there's so much to look forward to like having a family of your own and all that, I don't know... I don't know, I don't feel ready to take that step to be an adult just yet | Leaving school is scary, and whilst people say there's things to look forward to, I don't think I am ready | Growing up and taking an adult identity | Shifting away from the childhood identity | The transition toward an adult identity |
| B3. 56-58 | I think it's how I'm going to stand on my own two feet. When I was a kid I was a kid there wasn't anything now that you're becoming an adult you have this and that and everything to do and I feel like it's becoming an adult and trying to stand on my own two feet in the world. | I don't know how I am going to stand on my own two feet in the world | Growing up and taking an adult identity | Shifting away from the childhood identity | The transition toward an adult identity |
| E2. 10-11 | And then you like, enter the workforce because if you aren't doing anything then... you're broke basically. | If I don't work, I won't make money and I'll be broke | Making money | The perceived need of economic participation | The transition toward an adult identity |
| E2. 17-18 | Because sometimes there are workplaces that want you to work five days a week and as a student you can't do that. | Some employment will have criteria that I cannot meet | Making money | The perceived need of economic participation | The transition toward an adult identity |
| L5. 6 | Like, because when you're leaving high school you have to go out and find a job. | I have to find a job when I leave high school | Making money | The perceived need of economic participation | The transition toward an adult identity |
| E2. 7-8 | first of all you have to like, find out what you want to do with your life. They put a lot of pressure on you, to like, to get that out pretty quickly. | There is a lot of pressure from academics to choose your career path quickly | Pressure from academic life to succeed | Educational Staff Pressure prioritising academic success over emotional needs | Educational Sector prioritising academic success over emotional needs |
| M4. 54-56 | the education system is so set and there's so much pressure to do well here, anyone in the HSC has to do well, or do well in general and then you leave, or step back and realise that there's other ways to do things. | The education system is set to help you do well, but doesn't show you other ways you can succeed | Pressure from academic life to succeed | Educational Staff Pressure prioritising academic success over emotional needs | Educational Sector prioritising academic success over emotional needs |
| M4. 70-72 | I think it's... you're sitting there and getting a briefing on an exam and you feel so much pressure to do well or you feel like you'll fail. This whole idea of failing is getting to a lot of other kids. | There is pressure to succeed in exams and the feeling of failing is stressful | Pressure from academic life to succeed | Educational Staff Pressure prioritising academic success over emotional needs | Educational Sector prioritising academic success over emotional needs |
| G1. 86-87 | They don't reach out and ask like are you okay, do you know what you want to do, or do you need any help | Academic staff don't ask if you are alright or if you need any help with your emotions | Education lacks emotional support | Emotional support roles fail to meet student needs | Educational Sector prioritising academic success over emotional needs |
| E2. 37-39 | the careers centres and everything and that helps you out a lot with what you want to do because you can read a lot, there's plenty of pamphlets and books on everything that you could possibly think of. Like if you have a job in mind, but if you are like, if you are feeling scared or something about it they... there's nothing really to help you | There are plenty of resources about jobs, but little resources on how to cope with the emotions in this life transition. | Education lacks emotional support | Emotional support roles fail to meet student needs | Educational Sector prioritising academic success over emotional needs |
| M4. 11-13 | No, not really. You know, you get a careers advisor at school that prepares you for applying to university and... help you find out what you might do there, but they don't really help you with any of those unknown emotional questions | A careers advisor is available to help with academia but not for emotional issues | Education lacks emotional support | Emotional support roles fail to meet student needs | Educational Sector prioritising academic success over emotional needs |



ACA COLLEGE OF SUPERVISORS (COS) REGISTER

| ACA SUPERVISOR COLLEGE LIST | | Medium key: FTF: Face to face PH: Phone GRP: Group WEB: Skype | | |
|-------------------------------------|---------------------------|---|--|-------------------|
| Contact | SUP Suburb | SUP PP Hourly | SUP Phone number | SUP Medium |
| AUSTRALIAN CAPITAL TERRITORY | | | | |
| Karen Rendall | BARTON | Upon enquiry | 0431 083 847 | FTF |
| Brenda Searle | CANBERRA REGION | \$100 to \$130 | 0406 376 302 | FTF/PH/GRP/WEB |
| Shannon Hood | GRIFFITH | NEG. | 0412 482 815 | FTF, WEB. |
| NEW SOUTH WALES | | | | |
| Fiona Curril | ALBION PARK | 0413 013 915 | Upon enquiry | FTF/PH/WEB |
| Karen Seinor | ALBURY | 0409 777 116 | Upon enquiry | FTF |
| Gwenyth Lavis | Albury | 0428 440 677 | Upon enquiry | FTF/PH |
| Dr. Toni Tidswell | ANNANDALE | 0467 557 418 | Upon enquiry | FTF, GRP, WEB |
| Amanda Robb | ANNANDALE | 0401 224 942 | Upon enquiry | FTF |
| Jennifer Blundell | AUSTINMER | 0416 291 760 | Upon enquiry | FTF/PH/GRP/WEB |
| Susan Alexandra Bennett | BALGOWLAH | 0408 264 053; 02 9907 0044 | Upon enquiry | FTF/GRP/WEB |
| Sandra Bowden | BATEAU BAY/ CENTRAL COAST | 0438 291 874 | \$70 | FTF |
| Raj Prasad | BELLA VISTA | 0432 800 396 | Upon enquiry | FTF/PH/GRP/WEB |
| Kevin Garth Webb | BELMONT | 02 4976 2586 | \$100 | FTF/PH/WEB |
| Heide McConkey | BONDI JUNCTION | 02 9386 5656 | Upon enquiry | FTF |
| Carol Stuart | BONDI JUNCTION | 0293 877 752 | \$80 pp - % rate \$ 50 for early graduates | FTF/GRP/PH/WEB |
| Linda Taylor | BOTANY & MIRANDA | 02 93166686/0411 355 052 | Upon enquiry | FTF/GRP/PH/WEB |
| Joanie Sanderson | BROKEN HILL | 0413 551 201 | Ind - \$70/hr; Grp-\$40/hr; Stu - \$50/hr | FTF; PH; GRP; WEB |
| Maxine Hinton | BROKEN HILL | 0448 117 274 | Upon enquiry | FTF/PH/GRP/WEB |
| Toni Langford | CARINGBAH | 02 8090 4122 or 0414 718 338 | \$100 /hr FTF/PH/WEB, \$80/hr GRP | FTF/PH/WEB |
| Nastaran Tofigh | Castle Hill | 02 8872 4641 | Upon enquiry | FTF |
| Carol-Anne Howlett | Castlecraig | 0413 454 119 | Upon enquiry | FTF; PH; GRP |
| Machele Kerzinger | CENTRAL COAST 2258 | 0437 567 820 | \$120 | FTF/PH/WEB |
| Grahame Williams | Charlestown | 0405 508 302/ 0490 262 874 | \$100/HR | FTF/WEB |
| Maarit Mirjami Rivers | CHURCH POINT 2105 | 0417 462 115 | Upon enquiry | FTF |
| John Harradine | CREMONE | 0419 953 389 | \$160; GRP \$120 | FTF/GRP/WEB |
| Harley Conyer | CROWS NEST | 0411 411 103 | | FTF; PH; GRP; WEB |
| Penny Bell | CUMBI UMBI | 0416 043 884 | Upon enquiry | FTF/GRP/PH/WEB |
| Shane Warren | DARLINGHURST | 0418 726 880 | Upon enquiry | FTF |
| Jennifer Perino | DUBBO | 0409 151 646 | \$100/hr; Students or new grads \$80/hr | FTF/PH/WEB |
| Trudi Fehrenbach | EAST BALLINA | 0481 089 112 | Upon enquiry | FTF |

| ACA SUPERVISOR COLLEGE LIST | | Medium key: FTF: Face to face PH: Phone GRP: Group WEB: Skype | | |
|----------------------------------|------------------------------|---|--|---|
| Contact | SUP Suburb | SUP Phone number | SUP PP Hourly | SUP Medium |
| NEW SOUTH WALES CONTINUED | | | | |
| Vicki Johnston | EASTLAKES | 02 9667 4664 | Upon enquiry | FTF |
| Yun Hee Kim | Eastwood | 0416 069 812 | \$50 | FTF/WEB |
| David Robert Watkins | ELANORA HEIGHTS | 0404 084 706 | Upon enquiry | FTF |
| Josephine Byrnes-Luna | ELDERSLIE | 0412 263 088 | Upon enquiry | FTF, GRP, PH, WEB |
| Danny D. Lewis | FORRESTERS BEACH | 0412 468 867 | Upon enquiry | FTF |
| Brian Edwards | FORRESTERS BEACH | 0412 912 288 | Upon enquiry | FTF |
| Richard Hill | GORDON | 02 9498 1997 | \$95 (Indv), \$35 (Grp of 5) | FTF/GRP/WEB |
| Moira McCabe | HAMILTON | 0416 038 026 | Upon enquiry | FTF |
| Leonie Frances Raffan | HAMILTON | 0402 327 712 | \$120 | FTF/PH/WEB |
| Kathryn Jane Quayle | HORNSBY | 0414 322 428 | \$95 | FTF/WEB/PH |
| Patricia Cheetham | KENSINGTON | 1300 552 659 | Upon enquiry | FTF |
| Lyndall Briggs | KINGSGROVE | 02 9024 5182 | Upon enquiry | FTF |
| Wendy Gibson | KOOLEWONG | 02 4342 6746 or 0422 374 906 | Upon enquiry | FTF |
| Michella Wherrett | LAKE MACQUARIE/ NEWCASTLE | 0414 624 513 | \$80 | FTF/PH |
| Rayomand Medhora | LANE COVE | 0413 881 272 | Ind:\$150ph/Grp \$50p | F/F; PH; GRP; NET |
| John Philip Helvadjian | LANE COVE | 0420 886 512 | Upon enquiry | FTF; GRP;PH |
| Rhondda Stewart | LEICHHARDT | 0419 698 650 | Upon enquiry | FTF |
| Hanna Salib | LUDDENHAM | 0401 171 506 | Upon enquiry | FTF |
| Nigel Jones | MANGERTON | 0412 145 554 | | \$90 ind. Disc for students or volunteer counsellor |
| Lorraine Dailey | MAROOTA | 0416 081 882 | Upon enquiry | FTF/PH/GRP/WEB |
| Kerryn Armor | MT ANNAN | 0475 193 960 | Upon enquiry | FTF |
| Patricia Catley | NARELLAN | 02 9606 4390 | Upon enquiry | FTF |
| Karen Morris | NEWCASTLE/ HUNTER VALLEY | 0417 233 752 | \$100 | FTF/GRP/PH/WEB |
| Brian Lamb | NEWCASTLE/LAKE MACQUARIE | 0412 736 240 | \$120 (contact for sliding scales) | FTF/GRP/PH |
| Katrina Christou | NEWTOWN | 0412 246 416 | Upon enquiry | FTF |
| Debra Cowen | NEWTOWN | 0414 757 391 | \$85per 2hr sess; \$60 per 1hr sess; \$50 per 3hr grp | FTF/PH/GRP/WEB |
| Michael Morris Cohn | NORTH BONDI | 0413 947 582 | \$120 | FTF/GRP/PH/WEB |
| Robert Weeks | PARRAMATTA | 02 9633 1056 | \$100 | FTF |
| David Edwin Warner | PEAKHURST | 0418 283 519 | Upon enquiry | FTF/PH/GRP |
| Jacky Gerald | POTTS POINT | 0406 915 379 | Upon enquiry | FTF |
| Kim Michelle Hansen | PUTNEY | 02 9809 5989 or 0412 606 727 | Upon enquiry | FTF |
| In A Ra | SEVEN HILLS | 0449 061 218 | \$50 | FTF/GRP/PH/WEB |
| Grahame Smith | SINGLETON | 0428 218 808 | \$66 | FTF/GRP/PH/WEB |

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| Contact | SUP Suburb | SUP Phone number | SUP PP Hourly | SUP Medium |
| NEW SOUTH WALES CONTINUED | | | | |
| Judith Reader | STOCKTON | 02 4928 4880 | Upon enquiry | FTF |
| Deborah Rollings | SUTHERLAND | 0427 584 554 | Upon enquiry | FTF/PH |
| Sharon Kwiryang Lee | SYDNEY | 0425 330 274 | GRP \$40; Ind \$80 | FTF;GRP |
| Heidi Heron | SYDNEY | 02 9264 4357 | Ind - \$250; Grp - \$79 | FTF; PH; GRP; WEB |
| Angela Malone | TOMERONG | 0438 822 284 | Upon enquiry | FTF |
| Jessica Mannion | TUMBARUMBA | 0430 153 141 | Ind \$70 Group \$40;Students \$50 | FTF/PH/GRP/WEB |
| Karen Daniel | TURRAMURRA | 02 9449 7121 Or 0403 773 757 | \$125 1hr; \$145 1.5hrs | FTF/WEB |
| Megan Shiel | TWEED HEADS | 0417 084 846 | Upon enquiry | FTF |
| Darren Garriga-Haywood | WARABROOK | 0432 107 080 | Upon enquiry | FTF |
| Lila Juliette Pesa | WOLLSTONECRAFT | 0488 776 851 | Upon enquiry | FTF |
| Michelle Mai-Yin Lam | WOOLLAHRA | 0403 347 596 | Upon enquiry | FTF/PH/GRP/WEB |
| Linda Elsey | WYEE | 02 4359 1976 | Upon enquiry | FTF/GRP/PH/WEB |
| Margaret Hutchings | YAMBA GRAFTON | 0417 046 562 | Upon enquiry | FTF/PH/GRP/WEB |
| NORTHERN TERRITORY | | | | |
| Rachael Moore | ALICE SPRINGS | Upon enquiry | 0477 422 150 | FTF |
| Judy Eckermann | ALICE SPRINGS | Upon enquiry | 0427 551 145 | FTF |
| Margaret Lambert | DARWIN | Upon enquiry | 08 8945 9588 or 0414 459 585 | FTF/GRP/PH/WEB |
| Johanne Goncalves | VIRGINIA | \$100p/h;GRP \$38p/hr | 0417 864 038 | FTF/PH/GRP/WEB |
| Rian Rombouts | MILLNER | Upon enquiry | 0439 768 648 | FTF |
| QUEENSLAND | | | | |
| Bernadette Maree Wright | ALBANY CREEK | 07 3137 1582, 0419 218 062 | Indiv. \$120 Group \$50 | FTF/PH/GRP/WEB |
| Carol Thackray | ALGESTER | 0432 594 889 | Ind. \$80 : Group \$50 | FTF/PH/GRP |
| Christine Castro | ALGESTER | 0478 507 991 | Upon enquiry | FTF |
| Patrick Michael Glancy | AROONA | 0450 977 171 | \$95 | Face to Face, Skype |
| Tracey Milson | ARUNDEL | 0408 614 062 | Upon enquiry | FTF |
| Iain Bowman | ASHGROVE | 0402 446 947 | Upon enquiry | FTF/PH/GRP/WEB |
| David Hamilton | BEENLEIGH | 07 3807 7355 or 0430 512 060 | Indiv \$80, Students \$60 | FTF/PH/GRP/WEB |
| Tracey Janke | BEENLEIGH | 07 3458 1725; 0409 272 115 | \$100/hr; \$70/hr concession card holders | FTF: PH: WEB |
| Laura Banks | BROADBEACH | 0431 713 732 | Upon enquiry | FTF |
| Lyn Patman | BROWNS PLAINS | 0415 385 064 | Upon enquiry | FTF |
| David Lawson | BUNDABERG | 0407 585 497 | \$80/hr incl GST | FTF/PH/.WEB |
| Christine Perry | BUNDABERG | 0412 604 701 | \$70 | FTF/WEB |
| Anne-Marie Houston | BUNDABERG | 0467 900 224 | Upon enquiry | FTF |
| Pamela Thiel-Paul | BUNDALL/GOLD COAST | 0401 205 536 | \$90 | FTF |

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| QUEENSLAND CONTINUED | | | | |
| Sharron Mackison | CABOOLTURE | 07 5497 4610 | Upon enquiry | FTF/PH/GRP/WEB |
| Veronica Sandall | CAIRNS | 0420 436 460 | Upon enquiry | FTF/PH/GRP/WEB |
| Penelope Richards | CHAPEL HILL | 0409 284 904 | Upon enquiry | FTF |
| Christine Boulter | COOLUM BEACH | 0417 602 448 | Upon enquiry | FTF |
| Emily Rotta | DAISY HILL | 1800 744 568 Or 0414 744 568 | Upon enquiry | FTF/PH/GRP/WEB |
| Rev Peter Gee | EASTERN HEIGHTS/ IPSWICH | 0403 563 467 | \$65 | FTF/GRP/PH/WEB |
| Patricia Fernandes | EMERALD/SUNSHINE COAST | 0421 545 994 | \$30-\$60 | FTF/PH |
| Janice Marshall | FERNY GROVE | 0426 422 553 | \$100 | FTF/WEB |
| Robbie Spence | GREENSLOPES | 0435 732 650 | Upon enquiry | FTF |
| Heidi Edwards | GYMPIE | 0466 267 509 | \$99 | FTF/WEB |
| Kaye Laemmle | HELENSVALE | 0410 618 330 | Upon enquiry | FTF |
| Deborah Gray | HERVEY BAY | Q0409 295 696 | ftf,skp & grp: \$100 + GST/ Grp: \$90 | FTF, Ph, Grp, WEB |
| Donna Mahoney | KEWARRA BEACH | 0414 480 934 | 110 P/H | FTF, PH, GRP, WEB |
| Deborah Stevens | KINGAROY | 0411 661 098 | Upon enquiry | FTF |
| Menny Monahan | KIPPA-RING | 0419 750 539 | \$100.00 | FTF/PH/WEB |
| Jenifer Joy Jensen | KURANDA | 0414 262 040 | Upon enquiry | FTF |
| William James Sidney | LOGANHOLME | 0411 821 755 Or 07 3388 0197 | Upon enquiry | FTF/PH/GRP |
| Gary Noble | LOGANHOLME DC | 0439 909 434 | Upon enquiry | FTF |
| Monika Wilson | MALENY | 0413 962 899 | \$100 P/P | FTF, PH |
| Jay Ellul | MANLY WEST | 0415 613 447 | \$120 | FTF/PH/GRP/WEB |
| Lynette Baird | MAROOCHYDORE/ SUNSHINE COAST | 07 5451 0555 | Grp \$30 or Indiv \$90 | FTF/GRP |
| Bruce Hansen | MOOROOKA | 07 3848 3965/ 0400 058 001 | FTF \$80,Group \$40, Stud \$50 | FTF, PH, GRP, WEB |
| Jenny Endicott | MT GRAVATT EAST | 0407 411 562 | Upon enquiry | FTF |
| Kirsten Greenwood | MUDGEERABA | 0421 904 340 | Upon enquiry | FTF |
| Sherrie Brook | MURRUMBA DOWNS | 0476 268 165 | Upon enquiry | FTF |
| Robyn Brownlee | NANANGO | 0457 633 77 | Upon enquiry | |
| Catherine Dodemont | NEWMARKET | 0413 623 162 | Upon enquiry | FTF/PH/WEB |
| Bernice Botha | ORMEAU | 0449 611 521 | Gp:\$50p/h Idv:\$90p/h Stu:\$75p/h | FTF,Ph,Grp,WEB |
| Christine Cresswell | ORMEAU HILLS | 0439 852 364 | Upon enquiry | FTF; GRP; PH; WEB |
| Beverley Howarth | PADDINGTON | 0420 403 102 | Upon enquiry | FTF/PH/WEB |
| Neil Roger Mellor | PELICAN WATERS | 0409 338 427 | Upon enquiry | FTF |
| Frances Taylor | REDLAND BAY | 0415 959 267 or 07 3206 7855 | Upon enquiry | FTF |

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| QUEENSLAND CONTINUED | | | | |
| Roslyn Price | REDLAND BAY | 0401 266 170 | 80/hr for practitioners \$80/hr for students | FTF/PH/GRP/WEB |
| Judy Boyland | REDLAND BAY | 0413 358 234 | UPON ENQUIRY | FTF/GRP/PH/WEB |
| Bernard Haimes | ROCKHAMPTON REGION | 0419 714 041 | \$40 per hour | FTF; GRP; PH |
| Tanya Haimes | ROCKHAMPTON REGION | 0438 422 077 | \$40/hr | FTF; PH; WEB |
| Margaret Newport | SARINA | 0414 562 455 | On enquiry | Face to Face, Phone, Group & Skype |
| Christine Russell | SCARBOROUGH | 0439 437 007 | \$80 | FTF/PH/GRP/WEB |
| David Kliese | SIPPY DOWNS/SUNSHINE COAST | 07 5476 8122 | Indiv \$80, Grp \$40 (2 hours) | FTF/GRP/PH |
| Brenda Purse | SUNSHINE COAST | 0402 069 827 | Upon enquiry | FTF |
| Nancy Grand | SURFERS PARADISE | 0408 450 045 | Upon enquiry | FTF |
| Pamela M Blamey | TARINGA | 0401 881 490 | \$100 f/t therapists \$75 (p/t or students \$60 group | FTF/GRP |
| Julia Tilling | TOOWONG | 0410 808 406 | \$100 p/p or \$50 p/grp | FTF, WEB, PH, GRP |
| Yildiz Sethi | WAKERLEY | 07 3390 8039 | Indiv \$90, Grp \$45 | FTF/GRP/PH/WEB |
| Maartje (Boyo) Barter | WAKERLEY | 0421 575 446 | Upon enquiry | FTF |
| Yvette Monica Carter | WEIPA | 0429 062 449 | \$100/hr | FTF; PH; GROUP; WEB |
| Maggie Maylin | WEST END | 0434 575 610 | Upon enquiry | FTF/PH/GRP/WEB |
| Tanya-Lee M Barich | WONDUNNA | 0458 567 861 | Upon enquiry | FTF |
| Melissa Huestis | WOOLLOONGABBA | 0422 924 965 | \$120 | FTF/GRP |
| Kim King | YEPPON | 0434 889 946 | Upon enquiry | FTF |
| Maartje (Boyo) Barter | WAKERLEY | 0421 575 446 | Upon enquiry | FTF |
| Yvette Monica Carter | WEIPA | 0429 062 449 | \$100/hr | FTF; PH; GROUP; WEB |
| Maggie Maylin | WEST END | 0434 575 610 | Upon enquiry | FTF/PH/GRP/WEB |
| Tanya-Lee M Barich | WONDUNNA | 0458 567 861 | Upon enquiry | FTF |
| Maryanne Lee | WOODY POINT | 0421 623 105 | Negotiable | FTF/PH/GRP/WEB |
| Melissa Huestis | WOOLLOONGABBA | 0422 924 965 | \$120 | FTF/GRP |
| Kate Oosthuizen | WORONGARY | 0411 469 222 | Upon enquiry | FTF/WEB |
| Kim King | YEPPON | 0434 889 946 | Upon enquiry | FTF |
| SOUTH AUSTRALIA | | | | |
| Dr Nadine Pelling | ABERFOYLE PARK | 0402 598 580 | \$100.00 | FTF, INDIV, WEB |
| Carolyn Grace | ADELAIDE | 0401 337 448 | Upon enquiry | FTF/PH/WEB |
| Allyson Ions | ADELAIDE | 0411 446 631 | on application | |
| Emily Lim | ADELAIDE | 0439 547 610; 08 8331 3111 | on application | FTF |
| Laura Wardleworth | ANGASTON | 0417 087 696 | Upon enquiry | FTF |
| Anthony Gray | Athelstone | 08 8336 6770/0437 817 370 | Upon enquiry | FTF |

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| SOUTH AUSTRALIA | | | | |
| Deborah Green | BLACKWOOD | 0474 262 119 | Indiv \$75; Groups \$45 | Face to Face, Grou, Skype |
| Susan Turrell | BLAKEVIEW | 0404 066 433 | \$55 | FTF/GRP/WEB |
| Shelley Murphy | BROOKLYN PARK | 08 8443 5165; 0407 435 169 | Ind. \$80ph; Group - 2hrs - \$40 | FTF/PH/GRP/WEB |
| John Dunn | COLAC SW AREA/MT GAMBIER | 03 5232 2918 | By Negotiation | FTF/GRP/WEB |
| Carol Kerrigan | ENGLFIELD | 0410 567 479 | Upon enquiry | FTF |
| Maxine Litchfield | GAWLER WEST | 0438 500 307 | Upon enquiry | FTF |
| Beverley Dales | GOLDEN GROVE | 0413 303 576 | \$25 PP | FTF/PH |
| Ellen Turner | HACKHAM WEST | 0411 556 593 | Upon enquiry | FTF |
| Annie Cornish | HENLEY BEACH | 0407 390 677 | Upon enquiry | FTF |
| Niki Gelekis | MAGILL | 0405 822 566 | \$90 (ind) | FTF: PH: NET |
| Chaplain Ken Schmidt | MAWSON LAKES | 0400 398 005 | \$80/hr | FTF; GRP; WEB |
| Maxine Kikkert | MT BARKER | 0457 358 874 (w) 0438254 255 (h) | \$80; \$60 (disc); GRP \$30 | FTF/GRP/PH/WEB |
| L'hibou Hornung | NAIRNE : PARKSIDE | 0409 616 532 | \$80 | FTF,PH,GRP,WEB |
| Karen Grieger | NORTH ADELAIDE | 0404 367 927 | \$70/hr(ind) \$50/hr (concession) \$30/hr Grp (3+) | FTF/GRP/PH |
| Carol Moore | OLD REYNELLA | 08 8297 5111 bus Or SMS 0419 859 844 | Grp \$35, Indiv \$99 | FTF/PH/GRP/WEB |
| Barry White | PORT ADELAIDE 5015 | 0488 777 459 | Upon enquiry | FTF/PH |
| Adrienne Jeffries | STONYFELL | 08 8332 5407 | Upon enquiry | FTF/PH/WEB |
| Kerry Turvey | TANUNDA | 0423 329 823 | Upon enquiry | FTF |
| Rachael Cassell | TORRENSVILLE | 0434 570 992 | \$80 1 hour : \$120 1.5 hours | FTF |
| Pamela Mitchell | WATERFALL GULLY | 0418 835 767 | Upon enquiry | FTF |
| Richard Hughes | WILLUNGA | 0409 282 211 | Negotiable | FTF/PH/WEB |
| Annemarie Klingenberg | WOODCROFT/MURRAY BRIDGE | 0458 851 379 | \$65 - \$75 per hour | FTF; PH; WEB |
| TASMANIA | | | | |
| Jane Oakley-Lohm | BLACKSTONE HEIGHTS/ LAUNCESTON | 0438 681 390 | \$110 GST inclusive, \$80 for new students of one year | FTF/PH/GRP/WEB |
| David Hayden | HOWRAH NORTH | 0417 581 699 | Upon enquiry | FTF |
| Pauline Mary Enright | SANDY BAY | 0409 191 342 | \$70 per session: Concession \$60 | FTF/PH/WEB |
| VICTORIA | | | | |
| Ruth Giles | BAIRNSDALE | 0425 726 933 | Inv \$70, Grp \$40each | FTF, PH, GRP |
| Marie Bajada | BALLARAT | 0409 954 703 | Upon enquiry | FTF |
| Ann Moir-Bussy | BALLARAT | 07 5476 9625 or 0400 474 425 | Upon enquiry | FTF/GRP/PH/WEB |
| Jeff Pemberton | BALLARAT | 0422 375 899 | \$80 | FTF/PH |
| Keith John Hulstaert | BELGRAVE | 0409 546 549 | Upon enquiry | FTF |

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| VICTORIA CONTINUED | | | | |
| Roselyn (Lyn) Ruth Crooks | BENDIGO | 0406 500 410 or 03 4444 2511 | \$60 | FTF |
| Judith Ayre | BENTLEIGH | 0417 105 444 | Upon enquiry | FTF |
| Carolyn Geer | BENTLEIGH | 0419 572 970 | Upon enquiry | FTF |
| Kathleen (Kathy) Brennan | BERWICK | 0417 038 983 | Upon enquiry | FTF/GRP/PH/WEB |
| Debra Darbyshire | BERWICK | 0437 735 807 | Upon enquiry | FTF |
| Lynne Rolfe | BERWICK | 03 9768 9902 | Upon enquiry | FTF |
| Robert Lower | BEVERIDGE | 0425 738 093 | Upon enquiry | FTF |
| Gaye Hart | BITTERN | 0409 174 128 | Upon enquiry | FTF |
| Karli Anne Dettman | BLACKBURN | 0403 922 245 text only | \$100 | FTF/GRP/WEB |
| Stephen O'Kane | BLACKBURN | 0433 143 211 | Negotiable | FTF, GRP |
| Jo-Ellen White | BLACKBURN SOUTH | 0414 487 509 | \$100 ind. \$50 Group. Stu Dis \$80 | FTF, PH, GRP, WEB, Specialising in Autism Spectrum Disorder |
| Natalie Wild | BORONIA | 0415 544 325 | Upon enquiry | FTF |
| Andrea Carrington | BRIGHTON 3186 | \$90.00 | FTF; PH; GRP; WEB | |
| Lindy Chaleyer | BRIGHTON EAST | 0438 013 414 | Upon enquiry | FTF,Skype |
| Deborah Cameron | BRIGHTON/HONG KONG | +65 9186 8952 Or 0447 262 130 | Upon enquiry | FTF/GRP/WEB |
| Lisa Derham | CAMBERWELL | 0402 759 286 | Upon enquiry | FTF/WEB |
| Kaye Allison Jones | CAMBERWELL | 0417 387 500 | Upon enquiry | FTF |
| Claire Sargent | CANTERBURY | 0409 438 514 | Upon enquiry | FTF |
| Brian Whiter | CARLTON, MOORABBIN | 0411 308 078 | \$100 | FTF |
| Peter F. O'Toole | CAROLINE SPRINGS | 0410 330 865 | Ind.\$80, Group \$40 | FTF; PH; GRP |
| David Mitchelmore | CARRUM | 0414 795 398 | \$80/hr : Students \$50/hr | FTF; WEB |
| Anna Atkin | CHETLENNHAM | 0403 174 390 | Upon enquiry | FTF |
| John Dunn | COLAC SW AREA/MT GAMBIER | 03 5232 2918 | By Negotiation | FTF/GRP/WEB |
| Anne Meredith Brown | COLDSTREAM | 0428 221 854 | Upon enquiry | FTF/PH/GRP |
| Matt Glover | CROYDON HILLS/EAST DONCASTER | 0478 651 951 | Conc: \$70, Full: \$90 Group: \$30/hour | FTF/PH/GRP/WEB |
| Rosemary Petschack | DIAMOND CREEK | 0407 530 636 | \$80 p/h | FTF/PH |
| Sara Edwards | DINGLEY | 0407 774 663 | Upon enquiry | FTF/WEB |
| Lynda M Carlyle | EAST MELBOURNE/ SPRINGVALE SOUTH/ RIPPON LEAVIC | 0425 728 676 | \$135 per hour | FTF/PH/WEB |
| Gabrielle Skelsey | ELSTERNWICK | 03 9018 9356 | Upon enquiry | FTF/PH/WEB |
| Tabitha Veness | FERNTREE GULLY | 0400 924 891 | Upon enquiry | FTF |
| Kerryn Maree Knight | FRANKSTON/ MORNINGTON | 03 9770 5670: 0450 253 990 | \$100 ind, negotiable | FTF: WEB |

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| VICTORIA CONTINUED | | | | |
| Graeme John Riley | GLADSTONE PARK | 03 9338 6271 or 0423 194 985 | \$85 | FTF/WEB |
| Heather Bunting | GLEN IRIS | 0421 908 424 | Upon enquiry; special rates for students | FTF/PH/GRP/WEB |
| Robert McInnes | GLEN WAVERLEY | 0408 579 312 | Indiv \$70, Grp \$40 (2 hours) | FTF |
| Jeannene Eastaway | GREENSBOROUGH | 0421 012 042 | Upon enquiry | FTF, Skype, Groupwork |
| Lehi Cerna | HALLAM | 0423 557 478 | Upon enquiry | FTF/PH/GRP/WEB |
| Tim Connelly | HEALESVILLE | 0418 336 522 | Upon enquiry | FTF |
| Jenni Harris | KEW | 0406 943 526 | \$90 per 3 hr session Small group only | FTF |
| Rosslyn Wilson | KNOXFIELD | 03 9763 0772 Or 03 9763 0033 | Grp \$50 pr hr, Indiv \$80 | FTF/GRP/PH/WEB |
| Linda Davis | LEONGATHA/GIPPSLAND | 0432 448 503 | Upon enquiry | FTF/PH/GRP/WEB |
| Nancye Cottrell | Lysterfield | 0424 739 891 | \$50/hr Disc \$40/hr | FTF/PH/GRP |
| Barbara Matheson | MELBOURNE | 03 9703 2920 or 0412 977 553 | Upon enquiry | FTF |
| Bridget Pannell | MELBOURNE | 0423 040 718 | Upon enquiry | FTF/PH/GRP/WEB |
| Joan Wray | MOBILE SERVICE | 0418 574 098 | Upon enquiry | FTF |
| Andrew Reay | MOORABBIN | 433 273 799 | Upon enquiry | FTF |
| Judith Beaumont | MORNINGTON | 0412 925 700 | Upon enquiry | FTF/PH/GRP/WEB |
| Sophie Lea | Mornington Peninsula | 0437 704 611 | Individual \$100/hour | FTF, PH, WEB |
| Catherine Ethel Noy | Morwell | 0477 159 168 | \$80 | FTF, PH, GRP, WEB |
| Patricia Reilly | MOUNT MARTHA/ GARDENVALE | 0401 963 099 | Upon enquiry | FTF |
| Beverley Kuster | NARRE WARREN | 0488 477 566 | Upon enquiry | FTF |
| Brian Johnson | NEERIM SOUTH | 0418 946 604 | Upon enquiry | FTF |
| Suzanne Vidler | NEWPORT | 0411 576 573 | \$110 | FTF/PH |
| Bettina Revens | NEWPORT/ WILLIAMSTOWN | (03) 9397 7075: 0432 708 019 | \$120 indiv | FTF/PH |
| Marguerite Middling | NORTH BALARAT | 0438 744 217 | Upon enquiry | FTF |
| Yoo Kyung Moon | OAKLEIGH SOUTH | 03 9551 8814: 0411 138 670 | \$80 ind: \$50 group: \$40 students | FTF, PH, GRP; WEB |
| Melissa Harte | PAKENHAM/SOUTH YARRA | 0407 427 172 | \$132 to \$143 | FTF |
| Joanne Ablett | PHILLIP ISLAND/ MELBOURNE METRO | 0417 078 792 | \$120 | FTF/GRP/PH/WEB |
| Tra-ill Dowie | Port Fairy | 0439 494 633 | Upon enquiry | FTF |
| Cheryl Taylor | PORT MELBOURNE | 0421 261 050 | Upon enquiry | FTF |
| Zoe Broomhead | RINGWOOD | 0402 475 333 | Upon enquiry | FTF |
| Dorothy Dullege | RINGWOOD NORTH | 0433 246 848 | Upon enquiry | FTF/PH/GRP/WEB |
| Charlene Pereira | RINGWOOD/YARRAGLEN/ MELBOURNE | 03 9999 7482; 0403 099 303 | Ind \$140; \$90 P/T practitioners; Group on application | FTF/PH/GRP/WEB |

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| VICTORIA CONTINUED | | | | |
| Shivon Barresi | ROXBURGH PARK | 0413 568 609 | Ind. \$80 ph, Group \$60ph | FTF/PH/GRP/WEB |
| Derek Goodlake | SANDRINGHAM | 0403 045 800 | \$110 | FTF/PH/WEB |
| Kim Billington | SANDRINGHAM/STKILDA/ARMIDALE/MENTONE | 0488 284 023 | \$110 : 2hr group \$60 | FTF/PH/GRP/WEB |
| Michael Woolsey | SEAFORD/FRANKSTON | 0419 545 260 Or 03 9786 8006 | Upon enquiry | FTF |
| Danielle Aitken | SOUTH GIPPSLAND/MELBOURNE METRO | 0409 332 052 | Upon enquiry | FTF/GRP/PH/WEB |
| Sharon S Erten | SOUTH MORANG | 0400 345 045 | FTF \$80/GRP \$40/WEB&PH \$60 | FTF/PH/GRP/WED |
| Zohar Berchik | SOUTH YARRA | 0425 851 188 | Upon enquiry | FTF |
| Linda Spencer | STAWEll | 0407 783 131 | \$80 ind; Grp -\$50/person (2 or more) | FTF; PH; GRP; WEB |
| Snezana Klimovski | THOMASTOWN | 0402 697 450 | Upon enquiry | FTF |
| Sandra Clough | TRARALGON | 0412 230 181 | Upon enquiry | FTF, PH, GRP, WEB |
| Jenny Anne Field | UPPER FERNtree GULLY | 0404 492 011 | On Request | FTF, PH, GRP, SKYP |
| Simon Philip Brown | WATSONIA | 03 9434 4161 | Upon enquiry | FTF/PH/GRP |
| Belinda Hulstrom | WILLIAMSTOWN | 04714 331 457 | Upon enquiry | FTF |
| WESTERN AUSTRALIA | | | | |
| Sharon Vivian Blake | FREMANTLE | 0424 951 670 | Indiv \$100, Grp \$60 | FTF/PH/GRP/WEB |
| Eva Lenz | FREMANTLE/COOGEE | 08 9418 1439 Or 0409 405 585 | \$85 concession \$65 | FTF/PH/GRP/WEB |
| Fiona McKenzie | GERALDTON | 0427 928 505 | Upon enquiry | FTF |
| Clare Robbins | KALAMUNDA | (08) 9293 4668: 0408 548 838 | \$95 individual; \$75 Group per person | FTF/GRP |
| Merrilyn Hughes | LEEMING | 08 9256 3663 | Upon enquiry | FTF/PH/GRP/WEB |
| Anne Arrowsmith | MANDURAH | 0458 525 039 | Ind \$140 Student \$120 | FTF/PH/WEB |
| Narelle Williams | MIDLAND, PERTH | 0429 000 830 | Individual \$100 : Students \$85 | FTF/WEB |
| Renee Schultz | MOSMAN PARK | 0458 125 264 | Upon enquiry | FTF; PH; GRP; WEB |
| David Peter Wall | MUNDARING | 0417 939 784 | Upon enquiry | FTF |
| Phillipa Spibey | MUNDIJONG | 0419 040 350 | Upon enquiry | FTF |
| Sally Ann Nevill | NARROGIN | 0407 246 954 | \$110 | On request. |
| Trudy McKenna | NEDLANDS | 0438 551 210 | \$120 (NEG) Upon enquiry | FTF/PH/GRP/WEB |
| David Fisk | NORTH LAKE | 0412 781 865 | \$100 (neg) upon enquiry | FTF/GRP/WEB |
| Victoria Laws | NORTH PERTH | 0415 604 847 | Upon enquiry / student | FTF/GRP/WEB |
| Dr Patricia Sherwood | PERTH/BUNBURY | 0417 977 085 or 08 9731 5022\$120 | FTF/PH/WEB | |
| Heather Williams | ROCKINGHAM | 0407 900 973 | Ind - \$100; Group - \$50 | FF; PH; GRP; WEB |
| Salome Mbenjele | TAPPING | 0450 103 282 | Upon enquiry | FTF/PH/WEB |
| Alan Furlong | WINTHROP | 0457 324 464 | Upon enquiry | FTF |
| Julie Hall | YANCHEP/BUTLER/JINDALEE/JOONDALUP | 0416 898 034 | \$100 | FTF, PH, WEB |

| ACA SUPERVISOR COLLEGE LIST | | Medium key: FTF: Face to face PH: Phone GRP: Group WEB: Skype | | |
|-----------------------------|---------------|---|---------------|-------------|
| INTERNATIONAL | | | | |
| Contact | Country | SUP Phone number | SUP PP Hourly | SUP Medium |
| Cary Hung | HONG KONG | +852 2176 1451 | Upon enquiry | FTF |
| Deborah Cameron | HONG KONG;VIC | +65 9186 8952/0447 262 130 | Upon enquiry | FTF/GRP/WEB |
| Fiona Man Yan Chang | HONG KONG | +852 9198 4363 | Upon enquiry | FTF |
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COUNSELLING AUSTRALIA SUMMER 2017 CORRECTIONS

'Internet pornography's effect on sexual attitudes and behaviours: A Structured Literature Review revealing gender difference'
The article published in the Summer 2017 issue, '*Internet pornography's effect on sexual attitudes and behaviours: A Structured Literature Review revealing gender difference*', by Oliver Brooke, on pages 16 to 26, should have included credit to Associate Professor Vicki Cope, Murdoch University and the School

of Health Professionals. Associate Professor Vicki Cope supervised, edited and wrote the abstract of the article and is the second author of the publication. Oliver Brooke is a Master of Counselling student.
This correction will be made to the article before publishing on the ACA website in the future.

'Our hope: A Group Work Journey to Healing and Empowerment'
The article published in the Summer 2017 issue, '*Our hope: A Group Work Journey to Healing and Empowerment*', pages 8 to 15, by Dr Rebecca Braid and Susan A. Bennett, is missing a key graph.
This correction will be made to the article before publishing on the ACA website in the future.



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ACA ROOM HIRE

Situated on the inner north side of Brisbane, this centrally located venue is available for day and evening use on weekdays and weekends.

For more information and inspection times please contact Danielle Anderson on 1300 784 333 or danielle@theaca.net.au

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Counselling Australia is designed to inform and discuss relevant industry issues for practicing counsellors, students and members of the Australian Counselling Association. It has an editorial board of experienced practitioners, trainers and specialists. Articles are invited to be peer reviewed and refereed or assessed for appropriateness by the editor for publishing. Non-editorial staff may assess articles if the subject is of a nature as to require a specialist's opinion.

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Editorial policy

Counselling Australia is committed to valuing the different theories and practices of counsellors. We hope to encourage readers to submit articles and papers to encourage discussion and debate within the industry. Through their contributions, we hope to give

contributors an opportunity to be published, to foster Australian content and to provide information to readers that will help them to improve their own professional development and practice. We wish to promote to readers the Australian Counselling Association and its commitment to raising the professional profile and status of counsellors in Australia.

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Articles that have been previously published can be submitted as long as permission for reprint accompanies the article.

Articles for peer review (refereed)

- Articles are to be submitted in MS Word format via email.
- Articles are to be single-spaced and with minimal formatting.
- Articles must be submitted with a covering page requesting a peer review.
- Attach a separate page noting your name, experience, qualifications and contact details.
- The body of the paper must not identify the author.
- Articles are to contain between 1500 and 5000 words in length.
- Two assessors, who will advise the editor on the appropriateness of the article for publication, will read refereed articles.
- Articles may be returned for rewording or clarification and correcting prior to being accepted.

Conditions

- References are required to support both arguments and personal opinions and should be listed alphabetically.
- Case studies must have a signed agreement by the client attached to the article for permission for publication.
- Clients must not be identifiable in the article.
- The author must seek permission to quote from, or reproduce, copyright material from other sources and acknowledge this in the article.
- All articles are subject to our editing process and all authors will be advised of any necessary changes and sent a copy prior to the proofing of the journal for publication.
- Authors are to notify the editor if their article has been published prior to submission to *Counselling Australia*.
- Only original articles that have not been published elsewhere will be peer reviewed.
- *Counselling Australia* accepts no responsibility for the content of articles, manuscripts, photographs, artwork, or illustrations for unsolicited articles.

Deadline

Deadline for articles and reviewed articles is the 7th of February, May, August and November. The sooner articles and papers are submitted, the more likely they are to be published in the next cycle. ☺

