

Editorial, Applied Practices: Perspectives From the Field Section Within the *Journal of Psychologists and Counsellors in Schools*

I am pleased to introduce two practitioner papers for this issue of the *Journal of Psychologists and Counsellors in Schools*.

1. School camp refusal and reluctance: The role of the school psychologist. Mary Woods and John Burns.
2. Understanding trauma in the refugee context. Kimberley De Deckker.

One of the positive features when editing Applied Practices is the unexpected papers submitted on important but infrequently considered topics. The article by Mary Woods and John Burns is in this category. School camps, including an overnight component, are an assumed part of school life, and yet the challenges the experience can bring are not always anticipated or planned for. The authors provide an integrated literature review with an embedded case study that outlines the processes of assessing and intervening in instances where students are experiencing major difficulties, particularly anxiety, in being 'required' to attend a school camp. The school psychologist's key role is highlighted and explored, alongside involving parent(s), teachers and the student, in accord with best practice. I am recommending this paper to you as a reader, both for its detailed examination of a significant school-based topic and for its careful ethical case conceptualisation in dealing with a child who appears to be unable to attend camp.

The second article, by Kim De Deckker, is an example of another positive experience for me as an editor. Kim is a former student who has become involved with and specifically interested in and knowledgeable about trauma in students from a refugee background. With my encouragement and support, Kim has written a compelling account of the issues facing a young girl within a refugee context. In common with the school camp paper, Kim explores the issues through a case study, where the emotional reality of Maya's world is brought to life. Kim provides us with an understanding of the impact of trauma and the problems that can occur for students from a refugee background. She also sensitively suggests ways we can work in supporting these children and young people. Kim's account opens up a range of possible ways forward for students like Maya. I strongly recommend you read it.

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