Editorial
Special Issue Showcasing Student Research

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Welcome to the first issue of the 
*Australian Community Psychologist* for 2009. This issue is a Special Issue 
Showcasing Student Research, and the 
purpose of the issue was to provide students 
with an opportunity to engage in all aspects 
of the publication process.

I was selected as Guest Editor 
working alongside Lauren Breen (Editor), 
who assisted me in developing the skills 
necessary for overseeing the production of a 
journal issue, and also developing an 
understanding of the editorial process. This 
was quite a commitment, as I graduated 
from my Master of Psychology 
(Community) and commenced full-time 
employment whilst undertaking the Guest 
Editor role. However, I am pleased to have 
been given the opportunity, as I learnt so 
much about the publication process.

I remember publishing my Honours 
research (Pereira & Pooley, 2007) and 
feeling frustrated by the time it took from 
submission to seeing the manuscript in 
print. I remember wondering why it took so 
long. Now I know! Those involved in the 
publishing process do so in their own time, 
often after business hours and on weekends 
when they are not at their ‘day jobs’!

Furthermore, Editors not only have to seek 
submissions, but also reviewers. Editors are 
responsible for remembering when 
submissions, reviews, revised submissions 
and final manuscripts are due, and remind 
authors and reviewers of these deadlines. 
And there’s the proofing process – typos, 
spell-checking, grammar, formatting, and 
identifying missing references or page 
numbers for references. This is a time 
consuming process! So aside from refining 
my communication skills, organisation 
skills, writing skills, and editing skills, I 
have now developed a greater 
understanding of the work involved in the 
production of a journal. More importantly, I 
now have a greater appreciation for the efforts 
of those who make journals, and other 
publications, possible. I am glad to have 
undertaken the Guest Editor role prior to 
publishing my Masters research. I will 
definitely take much more time to prepare my 
manuscript in order to minimise the work of 
those on the other side of the publication. 
Hopefully this will make for a smoother 
editorial process.

Approximately 20 students from around 
Australia and overseas actively engaged in the 
production of this issue, either as Guest Editor, 
authors, or reviewers. Student authors were 
responsible for submitting their manuscripts, 
liaising with myself and Lauren, considering 
the feedback that they received from reviewers, 
and deciding how to respond to this feedback. 
Student reviewers actively sought advice on 
the review process and feedback on their 
responses to the manuscripts, providing them 
with an opportunity to develop their critical 
thinking skills and skills in communicating 
their feedback constructively to colleagues. 
In addition to the students who contributed to the 
production of this issue, I would also like to 
acknowledge the efforts of the experienced 
mentors and supervisors who encouraged 
students to submit papers and those who 
participated in the manuscript review process. 
It is through your recognition of the abilities of 
the future community psychologists that this 
Special Issue has come about.

Some people may assume that a journal 
issue written, reviewed, and edited by students 
would not be at the same standard of an issue 
produced by more experience authors, 
reviewers and editors. I would like to 
emphasise that throughout the production of 
the issue, we focused on maintaining the 
standard quality of the *Australian Community*
With this in mind, all reviewers (students and experienced reviewers) were reminded to review the manuscripts in the same way they would for any other issue of the journal. Student authors therefore experienced a critical review process as they would have if they had submitted to any other issue of the journal.

This Special Issue consists of two sections; Research Papers and Articles. The Research Papers section includes research conducted at fourth year and postgraduate levels in the areas of cultural issues, diversity, resilience and empowerment. Amy Quayle and Christopher Sonn utilise Foucauldian discourse analysis to explore the construction of Muslims as ‘Other’ in the print media following the Cronulla riots in Sydney, Australia. They demonstrate the importance of considering discourse as a medium through which racism occurs in everyday lives. Lütfiye Ali and Christopher Sonn explore the experiences of second generation Cypriot Turkish people living in Australia using Critical Whiteness studies. They consider how Anglo Saxon dominance and privilege affects the construction of identity for Cypriot Turkish people. Jay Marlowe also considers cultural issues, but with a focus on his personal experience working with Sudanese men resettling in Australia. Marlowe emphasises the need to provide the men with the opportunity to discuss their experiences in a respectful and empowering manner, in order to assist them in the process of liberation whilst resettling. Brent Munro and Julie Ann Pooley explore the relationship between resilience and university adjustment and focus on the differences in resilience and university adjustment between school leavers and mature entry university students. Interestingly, although they found a relationship between resilience and university adjustment, Munro and Pooley found no difference in the adjustment of the two cohorts, and no difference in their levels of resilience. Finally, Daniel King considers excessive video game playing amongst adolescents and adults, and identifies empowerment, recognition, control, and completion as themes relevant to understanding such behaviour.

The Articles section of the Special Issue includes four papers in which students reflect on issues in practice. Chris Kirk provides an analysis of community psychology through his eyes as a novice community psychologist. Kirk’s paper encourages us to reflect not only on where community psychology has come from, but also where it is heading, in the current global context. David Mander and Lisa Fieldhouse reflect on their experience of developing an education support programme for Aboriginal and Torres Strait Islander secondary school students in Western Australia. They discuss practice issues around working cross-culturally, and within the various systems that impact upon the students’ lives. In his paper on the SPECS model, Tim MacKellar examines the interface between health and community psychologies. He considers the relevance of the SPECS model throughout psychology, and argues that it provides a more holistic framework for understanding health and wellbeing. Finally the Special Issue ends with a critical examination of the inclusion of ‘culture’ in community psychology. David Jackson and Richard Kim argue that substance abuse and mental health need to be understood within the cultural context of a community, using the Federated States of Micronesia as an example.

I am sure you will agree that the papers in this issue serve to remind us of the need for continual reflection on the theory and practice of community psychology, and of considering the perspectives of those new to the field, which often provide a fresh view of issues that our communities, and community psychology as a field, are facing. On that note, I hope you enjoy reading the fantastic work that the students from around Australia and internationally are undertaking as they develop professionally. And students, thanks again for working with myself and Lauren in the development of our Special Issue Showcasing Student Research!
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Reference
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