

Important — Instructions for Authors

1. To be reviewed for possible publication in this journal all authors must follow the instructions below and submit their manuscript to:

Dr Robyn Gillies
School of Education
The University of Queensland
Brisbane QLD 4072 Australia

Review

All manuscripts are sent for blind peer-review to members of the Editorial Board and guest reviewers. The review process generally requires three months. The receipt of submitted manuscripts will be acknowledged by the Editor, from whom a decision and reviewers' comments will be received when the peer-review has been completed. Papers submitted to the journal must not previously have been published nor submitted for publication to any other journal.

2. **Contributions** should follow the general style described in the *Publication manual of the American Psychological Association*, (5th ed., 2001), except that spelling should conform to *The Macquarie dictionary* (3rd rev. ed.). For matters of style not covered in these two publications the *Style manual for authors, editors and printers* (6th ed.) should be consulted.
3. A computer disc (PC or Mac), together with an original copy (and two anonymous copies for referees), should be submitted. Material on the disc should correspond exactly to the printout. It should be double spaced, on one side of A4 paper, with minimum margins of 20 mm on the left and 35 mm on the right. Uncommon abbreviations or acronyms should be explained. On no account should anything be underlined unless it is desired that it be printed in italics. Full stops should not be used in abbreviations or acronyms (e.g. NSW). A word count should be provided.
4. Under the title of the article only the names of the authors appear. Qualifications, present appointments, and postal and email addresses should be given as a separate note on the first page.
5. **Tables** should be printed at the end of the manuscript (not in the main text) and included on the disc. Their approximate positions in the text should be indicated by the words, "Table X about here". Horizontal and vertical lines should be used sparingly. **Figures** should be supplied as *hard copy only* unless they can be provided in Adobe Illustrator, EPS or TIFF formats. They should be presented as Laser or photographic bromide output at a minimum print density of 600 dpi and should not include shaded areas of grey, but instead use repeated

patterns of lines or crosses to distinguish, for example, different bars on a graph. Print outs should be included after the tables, and their approximate positions also indicated in the text as above. The figures should be preceded by a page listing figure numbers and titles and should be numbered on the back with figure number, title of article and name of author(s).

6. Use double quotation marks to introduce a word or phrase used as an ironic comment, and for slang and coined expressions. Only use quotation marks the first time the word or phrase is used. Do not use double quotation marks to introduce a technical or key term. Instead, use italics or underlining.
7. Do not use *any footnotes*. Endnotes should be kept to a minimum and listed at the end of the text under the centred heading 'NOTES'. **Acknowledgements** should be placed at the end of the article with a separate heading.
8. **References** should follow the *Publication manual of the American Psychological Association* (5th ed., 2001). Examples of citations are:

The theory was first propounded in 1970 (Larsen, 1971).

Larsen (1970) was the first to propound the theory.

Examples of references are:

Fisse, B. (1989). The proceeds of the Crime Act: The rise of money laundering, offences and the fall of principle. *Criminal Law Journal*, 13, 5–23.

Zelinski, E.M., & Gilewski, M.J. (1988). Memory for prose and aging: A meta-analysis. In M.L. Howe, & C.J. Brainerd (Eds.), *Cognitive development in adulthood* (pp. 133–158). New York: Springer-Verlag.

9. Authors are expected to check the accuracy of all references in the manuscript before submission. It may not be possible to submit proofs for correction.
10. While manuscripts are subject to editing, the Australian Guidance Counselling Association does not hold itself responsible for statements made by contributors.
11. **Copyright** of articles published in this journal ordinarily remains vested in the authors. The Executive, however, reserves the right to grant permission for reproduction of excerpts on special occasions such as specific teaching use with limited circulation or where it is not possible to contact authors.

Editorial _____ **iii**

Robyn Gillies

Articles

The Development and Validation of a Short Form of the Australian
Version of the Career Development Inventory _____ **125**

Peter A. Creed and Wendy Patton

Control Beliefs as Mediators of School Connectedness
and Coping Outcomes in Middle Adolescence _____ **139**

Everarda G. Cunningham, Serin C. Werner and Nola V. Firth

Stress, Anxiety and Depression Among Parents of Children
With Autism Spectrum Disorder _____ **151**

Vicki Bitsika and Christopher F. Sharpley

Depression, Substance Use and Suicidality in Help-Seeking
Adolescents: A Survey of Prevalence _____ **162**

Elizabeth Cosgrave, Eóin Killackey, Alison Yung, Joe Buckby, Katherine Godfrey,
Carrie Stanford, Antonia Stuart and Patrick D. McGorry

Children and Adolescents: The Impact of the Internet _____ **176**

Nadine J. Pelling

Enhancing the Training of Counselling Professionals:
A Process Approach _____ **187**

John Barletta and Thomas P. Vecchione

How Adolescents Cope With Bullying _____ **195**

Jodie Martin and Robyn M. Gillies

The Value of Sandplay as a Therapeutic Tool for School
Guidance Counsellors _____ **211**

Sarah Goss and Marilyn A. Campbell

The Value of Using Sandplay as a Tool for Counselling
Within a School Setting _____ **221**

Sheryl Tunnecliff and Patrick O'Brien

Parents as Sexuality Educators of Their Children
in the Technological Age _____ **233**

Juliette D.G. Goldman and Graham L. Bradley

Book reviews _____ **251**

