

Canadian School Counselling Review Mandate and Editorial Policy

The Canadian School Counselling Review (CSCR) is the official journal of the Guidance Council of the Alberta Teachers' Association. CSCR focuses on practice, research, professional issues, and policy, in school counselling. We invite submissions from school counsellors, counsellor educators, psychologists, social workers, and education and health professionals who provide student counselling and development services. The journal will: showcase innovative school-based programs and interventions; examine professional and ethical issues facing school-based counselling professionals; disseminate research (including action research, effectiveness studies, pilot studies, and qualitative approaches); present case studies that illustrate key principles; discuss the development and management of school-based counselling services; and review the literature with emphasis on the application to school counselling. Our top priority is to provide school counsellors with a practical resource that enhances their practice.

We would welcome submissions and proposals for special themed issues, from around the world, on topics such as:

- Counselling services for marginalized students and families (e.g., specific ethnic communities, sexual minorities, English language learners, students with disabilities, immigrants, refugees, young offenders)
- Intervention strategies for specific clinical problems/diagnoses
- School-wide health enhancement and/or capacity building
- System-wide initiatives
- Ethics, standards, and professional issues
- Professional education, supervision, and mentoring
- Applying research in school counselling
- Multidisciplinary teams and interdisciplinary collaboration
- Crisis intervention and risk assessment/management
- Restorative justice in schools
- Supporting resilience and protective factors
- Using test data in school counselling
- Career development theory and interventions
- School-based applications of counselling approaches (cognitive-behavioral approaches, play-based interventions, expressive arts, solution-focused counselling, etc.)

The Canadian School Counselling Review exercises an inclusive editorial policy and welcomes contributions from students and practicing school counsellors. Because of our practitioner focus and emphasis on relevance, most manuscripts will be reviewed by at least one experienced practicing school counsellor.