



Access  
leading  
journals in  
your subject

# Cambridge Core

Explore today at [cambridge.org/core](https://www.cambridge.org/core)

Cambridge **Core**



**CAMBRIDGE**  
UNIVERSITY PRESS



# Psychology

Books and Journals from  
Cambridge University Press

Cambridge University Press is a leading publisher in the psychological and brain sciences.

From undergraduate course resources, our prestigious Cambridge Handbooks in Psychology series, our leading journals including *Behavioral and Brain Sciences* and *Development and Psychopathology*, and our extensive collection of scholarly monographs.

Cambridge supports learning and research across all of psychology and related fields.

For further details visit:  
[cambridge.org/core-psychology](http://cambridge.org/core-psychology)

Cambridge  
Core



CAMBRIDGE  
UNIVERSITY PRESS

# 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 ScholarOne: <http://mc.manuscriptcentral.com/jgc>

For more detailed instructions for authors, please refer to the journal's website <http://journals.cambridge.org/jgc>

## 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. Papers should be between 4,000 and 6,000 words (excluding references)
3. Papers should be submitted in Australian English, rather than US English.
4. Contributions should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed.). Spelling and punctuation should conform to *The Macquarie Dictionary* (4th ed.). For matters of style not covered in these two publications the *Style Manual for Authors, Editors and Printers* (6th ed.) should be consulted.
5. Documents should be double-spaced with minimum margins of 20 mm on the left and 35 mm on the right. Uncommon abbreviations and acronyms should be explained. Do not use underlining except to indicate italics. Full stops should not be used in abbreviations or acronyms (e.g., NSW).
6. Use single quotation marks to introduce a word or phrase used as an ironic comment, as slang, or which has been coined. Use quotation marks the first time the word or phrase is used; do not use them again. Do not use quotation marks to introduce a technical or key term. Instead, italicise the term.
7. **Page:** under the title of the article only the names and affiliations of the authors appear. Qualifications, present appointments, and postal and e-mail addresses should be given in a separate page 'Address for correspondence'. A word count and suggested running head of no more than 50 characters including spaces should also be provided.
8. Do not use any footnotes. **Endnotes** should be kept to a minimum and listed at the end of the text under the heading 'Endnotes'. **Acknowledgments** should be placed at the end of the article with a separate heading.
9. **Tables** should be at the end of the manuscript, not in the main text. Their approximate positions in the text should be indicated by the words, 'Insert Table X here'. Horizontal and vertical lines should be used sparingly.
10. **Photographs, graphs and figures** should be prepared to the correct size (max. width 80 mm single column or up to 160 mm double column) and each one supplied as an individual file, separate to the manuscript Word file. Include placement instructions in the Word document, such as 'Insert Fig X here'. Figures should be in black and white line art (artwork that has only text and lines, no shades of grey or blocks of colour).

- Figures created in Microsoft Word, Excel or Powerpoint need to be saved as PDFs. Figures created in a drawing program such as Adobe Illustrator, CorelDRAW, Freehand, Microsoft Publisher or similar should be saved as EPS (encapsulated postscript) files. Figures created in Photoshop or with other photographic software should be saved with a minimum resolution of 600 dpi and in TIF format. Minimum resolution for scanned graphics is 300dpi for halftone work (e.g., photographs) and 600 dpi for line art, and these should also be in TIF format.
- Manuscripts that contain special characters (equations, Chinese characters, IPA symbols, etc.) need to be supplied as a PDF file as well as a Word document or RTF.
- Prior to sending artwork, the separate files of figures, graphs, illustrations, and so on, should be printed by the author to test that the fonts have been embedded correctly and there is no distortion in the artwork (e.g., lines and fonts reproduce cleanly with no jagged lines or fuzzy edges), as any such faults cannot be corrected by the publisher.
- A list of figure captions should follow the tables in the manuscript Word document.

11. **References** should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed.). 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.

12. 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.
13. While manuscripts are subject to editing, the Australian Psychologists and Counsellors in Schools does not hold itself responsible for statements made by contributors.
14. **Copyright** in all articles rests with authors. A limited set of permanent copyright permission licences has been granted by authors to the publisher to allow publication in this journal. Rights in the reproduction and distribution of the published articles as visual facsimiles of this published edition by either mechanical or digital means is controlled by the publisher and any distributions by CAL for copying of an author's work therefore are due to the publisher and APACS only. All other rights in the words contained in this edition are controlled by the authors. Authors are therefore free to adapt and/or republish the words making up their own articles either online or in print.

# Journal of Psychologists and Counsellors in Schools

Volume 27 Number 1 June 2017

## Contents

<b>Editorial</b> _____	iii
<i>Marilyn Campbell</i>	
<b>Articles</b>	
Schools and Natural Disaster Recovery: The Unique and Vital Role _____ That Teachers and Education Professionals Play in Ensuring the Mental Health of Students Following Natural Disasters _____ 1	
<i>Robyne Le Brocque, Alexandra De Young, Gillian Montague, Steven Pocock, Sonja March, Nikki Triggell, Claire Rabaa, and Justin Kenardy</i>	
Academic Achievement Among Recently Arrived Chinese Adolescent _____ Migrants: The Role of Social Support, School Belonging, and Acculturative Stress _____ 24	
<i>Ngai Kwan Nicole Ho, Robert D. Schweitzer, and Nigar G. Khawaja</i>	
Comparing Online and Face-to-Face Student Counselling: What Therapeutic _____ Goals Are Identified and What Are the Implications for Educational Providers? _____ 37	
<i>Terry Hanley, Zehra Ersahin, Aaron Sefi, and Judith Hebron</i>	
Purpose in Life: A Brief Review of the Literature and Its Implications for _____ School Guidance Programs _____ 55	
<i>Mantak Yuen, Queenie A.Y. Lee, Jason Kam, and Patrick S.Y. Lau</i>	
'I Need a Cigarette' — The Effects of Cigarette Smoking on _____ Depression and Anxiety of Youth With Early Onset Schizophrenia _____ 70	
<i>Ya-Ling Chen, Barbara Rittner, Eugene Maguin, and Shannon Dziadaszek</i>	
Cyberbullying in Australian Primary Schools: How Victims Differ in _____ Attachment, Locus of Control, Self-Esteem, and Coping Styles _____ 85	
Compared to Non-Victims _____	
<i>Rachel D. Muller, Jason L. Skues, and Lisa Z. Wise</i>	
Taking Action Against Victimization: Australian Middle School Students' _____ Experiences _____ 105	
<i>Eleni Didaskalou, Grace Skrzypiec, Eleni Andreou, and Phillip Slee</i>	
Does Perceived Social Support Mediate or Moderate the Relationship _____ Between Victimization and Suicidal Ideation Among Chinese Adolescents? _____ 123	
<i>Xiaoqun Liu, Gui Chen, Peng Hu, Guipin Guo, and Shuiyuan Xiao</i>	
Book Review _____	137

ISSN 1037-2911

**Cambridge Journals Online**

For further information about this journal  
please go to the journal website at:

[journals.cambridge.org/jps](https://doi.org/10.1017/jps.2017.1)

<https://doi.org/10.1017/jps.2017.1> Indexed online by Cambridge University Press

**CAMBRIDGE**  
UNIVERSITY PRESS