
The Graduate Student Journal of Psychology is a publication of the Department of Counseling and Clinical Psychology, Teachers College, Columbia University.

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AIMS AND SCOPE. Founded in 1998, the *Graduate Student Journal of Psychology* (GSJP) is a peer-reviewed publication devoted to clinical and counseling psychological research and practice. The GSJP is published annually and includes original empirical research articles, case studies, theoretical articles, and brief reports in the areas of adult and child psychopathology, the psychotherapeutic process, community mental health, multiculturalism, assessment, child development, ethics, and professional development. Articles on other topics, such as psychophysiology, school psychology, and social psychology, may be accepted if they have a clear relationship to research or practice in clinical or counseling psychology.

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Dear Reader,

We are excited to present the eighth edition of the *Graduate Student Journal of Psychology*. This year, we further expanded the Journal's scope and reach, inviting submissions from clinical and counseling programs across the Northeast United States. We received a record number of articles covering a broad range of topics.

The works in this volume address important issues at various points in the lifespan and across a number of areas of clinical work. These include, among others, two papers on an empirically supported treatment, a needs assessment regarding Spanish language training for those in a university setting, and a call for research on the psychosocial outcomes of children whose mothers have borderline personality disorder. In addition, the final article in this volume addresses the rarely discussed but inarguably important ethical issues associated with the unexpected death of the therapist. A great deal of work has gone into this year's volume and we hope you enjoy the outcome.

As always, we are grateful for the ongoing mentorship and support of Professor Barry Farber, the financial support of the Department of Counseling and Clinical Psychology, as well as the encouragement of its Chair, Professor Suniya Luthar. We are also most grateful to the editorial staff, who, despite often overwhelming academic schedules, dedicated their time and considerable effort to this work.

Sincerely,

Traci R. Stein
Editor

Jesse A. Metzger
Editor

Cover photography: *Rhinebeck, New York* T. Stein

