

On Ten Years of the *Graduate Student Journal of Psychology*



“Do the steps that you’ve been shown
by everyone you’ve ever known
Until the dance becomes your own.”
(Jackson Browne, *For a Dancer*)

Among the best parts of being a faculty member in a top-notch psychology department is the opportunity of working with some extraordinarily talented students. However, being the faculty advisor to the *Graduate Student Journal of Psychology* hasn’t really afforded me this opportunity to any great extent, albeit for just the right reason: the exceptional students who have served as editors and reviewers for this peer-reviewed journal, doctoral students from the clinical and counseling psychology program at TC, have really done all the hard work themselves. It is they who started the journal, publicized it, solicited articles (from an ever-widening circle of doctoral programs), reviewed manuscripts, corresponded with student-authors, designed covers, worked on layouts, negotiated printing costs and paper quality, collaborated with mailing rooms, and groomed their successors.

But if I haven’t had the pleasure of working intensively with students on the *Journal*, I have had another great pleasure: that of being extremely proud of their efforts. The *Journal* provides psychology graduate students the opportunity, often their first opportunity, to publish their work. Moreover, over the years, the *Journal* has become increasingly diversified, increasing greatly the number of students outside of Teachers College who publish in this peer-reviewed publication, and also increasing the range of articles published, from purely theoretical pieces, to more clinically-oriented papers, to traditional empirically-based research. The current issue is a fine example of this diversity. Students from the University of British Columbia, Indiana University of Pennsylvania, the University of Hawaii at Manoa, Utah State University, and, of course, Teachers College are represented here. Their articles focus on research methodology, clinical disorders, parenting practices, empirically-supported treatments, attachment theory, and Spanish language-training for psychologists and psychology trainees. Five of these articles are based on original research and three are literature reviews; some have been written by doctoral students and some by MA students. Notably, too, many of the articles in the *Journal* reflect deeply-held interests of students. For example, in the current issue, the article “Starving to Win” was written by a masters degree student at Teachers College, Sarah Bernstein, a former nationally-ranked figure skater and professional coach who is quite knowledgeable, and passionate, about eating disorders in athletes.

Congratulations, then, to Jessica Keith and Anitha Venkataramani-Kothari, current editors, on the occasion of the tenth year of publication of the *Graduate Student Journal of Psychology*. They have continued to build upon the *Journal’s* impressive tradition of excellence and opportunity. They, along with all the previous editors and all those students who have contributed their talents and time, continue to remind me and the rest of the faculty in the Department of Counseling and Clinical Psychology at Teachers College why being a professor is so very rewarding. These students have made this dance, this journal, their own.

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