TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Letter from the Editors:

Welcome to the 20th anniversary edition of the *Graduate Student Journal of Psychology*, a student-run, peer-reviewed journal published by the Counseling and Clinical Psychology Department at Teachers College, Columbia University.

Much has changed since we started in 1998—indeed at that time our editors didn't have email, and APA style was only in its 4th edition! But our two-fold mission has remained the same throughout: First, to showcase the work of masters and doctoral students in Psychology from across the country and the English-speaking world. Second, to be a training ground where our peer reviewers, all of them doctoral students or recent graduates, can learn the standards and procedures of academic publishing in our discipline.

This volume, our seventeenth edition, includes eight empirical studies with new insights on topics such as childhood trauma and risk-taking, working with transgender clients, the effect of brain injury on the relationships of veterans, and muscle dysmorphia among young men. This volume also includes our very first clinical case study, on the adaptation of a CBT treatment to the needs of an undocumented Mexican immigrant. We salute the hard work of all our authors and could not be more pleased with the results.

Our heartfelt thanks goes out as well to the aforementioned peer reviewers, twenty-seven doctoral students and early-career psychologists who volunteered their time to read and respond to each submission. Often this meant making the tough decision to reject articles that did not fit the mission and standards of the journal. Even more often, this meant grappling with opaque paragraphs or not-quite-right statistics, asking authors to make major revisions in language that felt more like a nudge than a shove. For their exactitude and finesse, we thank our peer reviewers, the backbone of the *GSJP* for the last two decades, and the decades still to come.

Sincerely,

Matt Blanchard

Melanie Love