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Continuing the Vision of the *GJCP*

Amy E. Kowalski

I am excited and pleased to present the second issue of the *Graduate Journal of Counseling Psychology (GJCP)*, an academic psychology journal created by and for graduate students within the Department of Counseling and Educational Psychology (COEP) at Marquette University. In keeping with the mission set forth by the founders of *GJCP*, for the second issue the editors focused on how the journal may be best utilized to benefit counseling students at Marquette. After speaking with many students and faculty about how to maximize the benefit of having an in-house journal, an underlying theme emerged. In many of our conversations the value of the journal as an educational tool for graduate students was not overlooked.

The *GJCP* was founded with two goals in mind: (1) to encourage junior level counseling psychology graduate students to conduct research and present their findings in a peer-refereed journal; and (2) to disseminate conceptually- and empirically-based research on topics relevant to the field of counseling psychology. Building on the ideas of the founding editors, this year's editors tried to accommodate the hopes of students and faculty that the journal be used as an interactive educational tool.

One way that we tried to enhance the educational value of the journal was the establishment of a rubric system for rating the quality of manuscripts. Not only did we want to give the authors of the papers constructive narrative feedback, but we also wanted to be accountable for the criteria we were using to determine the quality of the manuscripts. Our editors were able to establish a rubric system for which the reviewers could rate papers on various criteria. The establishment of a rubric was truly an educational process as we searched for existing manuscript rubrics and discussed what the criteria of our journal should look like. We established six criteria through which the reviewers would evaluate articles submitted to *GJCP* (relevance of topic to *GJCP*, contribution to the field, organization and clarity, quality of writing, adherence to APA style, and overall evaluation). These criteria established a framework through which we would evaluate the articles submitted to the journal in 2009.

Another way the editors tried to enhance the educational value of the journal was through the examination and discussion of the components of a quality paper. We then extended this conversation to talk about the qualities which make a review helpful and constructive. Next, we discussed the literature about the process of reviewing and how to write a constructive, balanced, and successful review. Looking back on the past

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year, one can see not only has the journal provided a vehicle through which authors can present findings and improve their writing but also the journal has provided a place where those involved in the editing process can practice editing and review skills that are valuable to the field.

There is still much room for the journal to evolve and grow. Future editors may want to expand the journal to include submissions from other counseling psychology graduate students or arrange to have visiting editors from other schools. There are many possibilities for future editors to shape.

I would encourage those in the COEP department who have not yet gotten involved in the journal to do so. It is a very unique and exciting opportunity we have at our disposal! Many thanks to all of the people who made the second edition of *GJCP* possible: journal founders Marc Silva and Marisa Green, our faculty advisor Dr. Lisa Edwards, our journal contributors, and all of the editors (Robert Bouley, Rebekah Chee, Alison Lafollette, Ryan Mattek, Jeff Poterucha, Jayson Rodriguez and Linn Visscher). Thank you!

ORGANIZATION AND CONTENT OF ISSUE

This issue includes 12 articles organized within four sections. Section A represents the Focus on Gender section. These review articles focused on gender identity and gender role strain, respectively. Jones reviews the literature on the gender identity development of intersex individuals and proposes future research in areas that are lacking clarity. Next,Gutzwiller explores male gender role strain and proposes that group counseling addressing male gender role strain may be an effective intervention for the psychological conflict surrounding gender role strain.

Section B of this issue contains three review articles focusing on assessment and intervention. Silva begins with a review of the diagnosis and treatment of pediatric epilepsy. Next, Haase discusses treatment interventions for co-occuring personality disorder and substance use disorder. Faith wraps up the section with a discussion of the etiology and treatment of dependant personality disorder.

Section C contains the group counseling and group education articles. First, Faith discusses designing a stress management group for homeless women. Next, Orecchia reviews the current practice and research on sex education groups for adolescent girls. Para concludes this section with a review and discussion of group counseling interventions for complicated grief.

Section D includes two articles focusing on university counseling. Lafollete examines the development and evolution of university

counseling. Sokol reviews the history of counseling within the university and reviews the roles and functions of those who provide counseling services in the university.

Section E showcases the theoretical and conceptual contributions to this issue. Kubokawa and Ottaway address cultural sensitivity in the positive psychology movement. Next, Sokol reviews the literature concerning Erikson's theory of identity development throughout the lifetime.

Each article selected for publication meets the following criteria (a) the topic is relevant to the field of counseling psychology; (b) the writing is concise and accessible to graduate students; and (c) the article contains an adequate review of the conceptual and empirical literature.

I am delighted to present the second issue of GJCP. I hope you find the series of articles in this issue interesting and thought provoking.

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Amy Kowalski obtained a Bachelor of Arts degree in psychology from Illinois Wesleyan University and recently graduated with a masters in counseling from Marquette University. Her clinical and research interests include (1) multicultural counseling (2) racial and ethnic identity (3) culturally specific wellness/health interventions (4) positive psychology. Her career goals include obtaining a PhD in Counseling and teaching/researching in a university setting.