

## **Letter from the Editors**

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Dear Readers,

We are proud to present this issue, which demonstrates the hard work and commitment of our authors, editorial board, layout editor, and everyone who has dedicated their time to make this journal possible. The New School Psychology Bulletin (NSPB) provides aspiring researchers with early exposure to the meticulous process of reviewing and refining manuscripts and avenues for publishing their own work. Moreover, the NSPB serves as a point of convergence for scholars globally.

This issue features work of scholars who span several geographic regions within the United States and a number of countries. The international origins of our authors and review board generate a review process and final published product that promotes diversity and exposure to a wide range of research.

Presently, in its 12th year of operation, the NSPB's commitment to training graduate students in scientific writing and review has never been stronger. This year the training protocol for editorial board members has been augmented to include an in-person APA orientation and peer-review workshop for reviewers in the New York area.

Though the significance of the work published here speaks for itself, we would like to take a moment to acknowledge the social and academic relevance of the selected articles. The topics of these articles address diverse areas of the field including new understandings of situated cognition, the role of stigma in healthcare delivery, the interaction of mental health and substance abuse, the functioning of attention and perception in people with learning disabilities, and therapeutic interventions. Each article in this eclectic issue presents a unique contribution to its respective field of study, serving to promote and influence future research.

Once again, we offer our gratitude to our authors for their dedication and hard work. The publication of this journal has been an incredibly rewarding process, in part due to the unique satisfaction that accompanies the dissemination of graduate student work to the psychological research community. We invite you to join us in celebrating these burgeoning scholars' work and hope you enjoy the subsequent pages as much as we do.

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Editors, 2014-2015  
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