

## Editorial

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### Teaching and Supervising Psychotherapy: Opening Statement

The articles in this issue of *Academic Psychiatry* focus on psychotherapy training in psychiatric residency education. To assemble this issue, the editors identified a group of excellent papers related to psychotherapy supervision, curriculum development, and teaching strategies that were individually submitted, reviewed, and accepted in recent months. This collection is an indication of our field's clear commitment to preparing trainees to provide full psychiatric care services for their patients now and in the future. We believe this comprehensive approach is critical because psychiatrists will be increasingly called upon to use biological and psychosocial therapeutic modalities astutely and flexibly as new discoveries arise in clinical psychiatry and the neurosciences.

This is the second peer-reviewed theme issue in our journal's history. The emphasis of the first (Fall 96 issue) was ethics training in psychiatric residency education. A third collection, now under development, will concentrate on research skill training in postgraduate psychiatric programs. We enthusiastically invite our readership to submit papers for possible inclusion in this upcoming special issue, which will be guest-edited by Dr. Ellen Leibenluft.

The "heart and soul" of our journal will remain in publishing independently submitted manuscripts that reflect and foster the growth of psychiatric education. We will continue to place emphasis on publishing innovative program descriptions that include a formal evaluative component, empirical studies related to psychiatric training, and reviews of topics of particular interest and salience for psychiatric education. We will also solicit expert commentaries and create annual theme issues to provide depth and balance in the journal. It is our hope that these efforts will spark and serve the interests of our readership.

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