

KASTLE WATCH

Department of Psychology

UNIVERSITY OF KENTUCKY

<http://www.uky.edu/AS/Psychology/>

IN THIS ISSUE . . .

There is much to grace your eyeballs in this issue of Kastle Watch. Along with the usual assorted news of faculty searches, Kastle Hall renovations, and accomplishments of our current faculty and graduate students, we offer a profile of last spring's Outstanding Alumnus winner, Dr. Edward Seidman, a new column by Dave Susman, (Director of the Jesse G. Harris Psychological Services Center), describing the activities of the PSC, and a research profile by Chana Akins.

Enjoy!

—Monica J. Kern, Editor

CONTENTS

<i>IN THIS ISSUE</i>	1
<i>Faculty Search Underway</i>	1
<i>Clinical Program is Reaccredited</i>	1
<i>Yet More Renovations</i>	1
<i>Outstanding Alumnus:</i>	
<i>Edward Seidman</i>	2
<i>News from the Harris Center</i>	3
<i>Research Profile</i>	
<i>Chana Akins</i>	4
<i>Call for Nominations</i>	6
<i>Transitions</i>	6
<i>Faculty Notes</i>	6
<i>Graduate Student Notes</i>	7
<i>Where Are They Now?</i>	8
<i>Enrichment Fund</i>	8

Faculty Search Under Way

As our faculty search last year was unsuccessful (we made an offer but were turned down when a position for the candidate's spouse could not be arranged), we are searching again this fall for a new faculty member. The position has been redefined and will be in the cognitive science area. In particular, the hope is to identify a top prospect working on the topic of cognitive aging from a cognitive neuroscience perspective. Such an individual would strengthen our department in several ways: (1) The existing behavioral and neuroscience focus would be strengthened by adding a person who works with humans rather than purely animal models; (2) our coverage of the developmental area would be broadened to include more of the life span; and (3) fruitful collaborations and ties with the people and resources at the Sanders-Brown Center on Aging could be created.

Cognitive aging is a "hot" topic in psychology these days, and we will face stiff competition for a good recruit. However, our advertisement listing the position was written broadly enough to attract candidates with research interests in any area of cognitive science, so whoever we end up hiring would provide coverage of an important area not currently addressed in the department. As always, the search process creates an exciting atmosphere for faculty and

students, who eagerly look forward to, if not the talks, the free cookies at the talks.

Clinical Program is Reaccredited

The clinical program has been reaccredited by the Committee on Accreditation of the American Psychological Association. Accreditation involves a rigorous process of submitting detailed reports on faculty and clinical training issues, as well as an intensive site visit by a review committee that includes in-depth interviews with faculty and students. The COA awarded the clinical program reaccreditation for seven years, the longest interval available under current rules. Receiving seven years means that the COA, and APA, view the clinical program at UK to be extremely strong. Our appreciation and congratulations should be extended to Dr. Ruth Baer, the Director of Clinical Training, who was largely responsible for overseeing the accreditation process.

Yet More Renovation in Kastle Hall

Although I did not intend to create a regular column about renovation in Kastle Watch, it has turned out to be one, as it seems we are continually

dealing with renovation of some sort or another. The big project this year is the impending renovation of our cherished lecture hall, Room 213. There is probably nobody out there reading this who does not remember it as a lovable dump, as it has been a dump a long, long time. Perhaps the thing that made 213 most "lovable" was its proximity to faculty and student offices, making it possible to leave for a class one minute before it started and still get there in time.

The proposed renovation for 213 is truly exciting. The old, cranky, and broken desks will be removed and replaced with comfortable desks and chairs. New blackboards and bulletin boards will be installed. The large, awkward lab table at the front of the hall will be replaced with something more ergonomic and user friendly. Word has it that the hall will even be carpeted. Most exciting of all, the lecture hall will be reconfigured as a "smart classroom," meaning that it will have Multimedia capabilities and will enable instructors to deliver lectures as technologically sophisticated as they desire.

Although we will all no doubt be happy to use our state-of-the-art smart classroom once the renovation is completed, we will also probably feel a few twinges of nostalgia for the days in the old 213 when dead pigeons fell out of the ceiling and squirrels would walk down the aisle all the way to the podium in the middle of lecture (and, yes, those things really happened!).

In addition to the renovation of 213, rumor has it that Kastle Hall is due for painting this fall. This comes as particularly welcome news to yours truly, the Editor of Kastle Watch, who has worked in a bright purple office for the 10 years since the last time the painters were here. (Moral: Never trust a paint chip.)

Outstanding Alumnus: Edward Seidman

The Department of Psychology's Outstanding Alumnus for the 1999-2000 academic year was Dr. Edward Seidman, a community psychologist of national prominence and Principal Investigator of the Adolescent Pathways Project, a longitudinal study that began in 1987 of 1400 economically at-risk urban adolescents. Dr. Seidman received his Ph.D. in clinical psychology from UK in 1969. From 1969-1971 he was an assistant professor at the University of Manitoba. In 1971 he moved to the University of Illinois, where he stayed until 1986. While at Illinois he served as the Director of the Community Psychology Training Program, Director of Clinical Training, and Associate Head. During this interval he spent a year at the University of Athens as a Fulbright scholar. In 1987 he fled the chilly Illinois winters for a year as a visiting professor at the University of Hawaii. Following that he was hired as Professor at New York University, where he currently serves as the Coordinator of the Community Psychology Program.

The list of honors and awards received by Dr. Seidman is impressively large. He won an "Exemplary Project" award from the Justice Department in 1975 and again in 1978 from Health, Education, and Welfare for a community-based adolescent diversion program. In 1976, he came in first place for the Consulting Psychology Research Award from APA's Consulting Psychology Division. Dr. Seidman was elected President of APA's Division of Community Psychology. In 1990, he received the Distinguished Scientific Contribution Award from the Society for Community Research and Action. He was Chair of the National Academy of Science Committee on Youth Development and

served as a member of a 1997 NIH consensus panel on interventions to prevent HIV. In 1999 he received the inaugural award for Outstanding Contributions to Education and Training in Community Research and Action, and he also joined the Council of Program Directors in Community Research and Action.

These honors merely reflect the distinguished scholarly record Dr. Seidman has accumulated in his career. He is recognized nationally as one of the preeminent scholars on the topic of adolescent transitions. His research addresses the question, "How are the developmental pathways of urban at-risk adolescents affected, for better or worse, by family, peer, school, and neighborhood settings, and how can this knowledge inform the creation of programs and policies to promote constructive human development?" Dr. Seidman is author of over 50 journal articles and 25 book chapters, and he has written or edited 5 books, including the *Handbook of Community Psychology*, *Redefining Social Problems*, and *Handbook of Social Intervention*. In addition, he has served as the Associate Editor for the *American Journal of Community Psychology*. Five of his graduate students have gone on to win national research awards, and he has obtained 10 federally or privately funded research grants.

In short, Edward Seidman has had a tremendously productive career and achieved an eminence and reflected glory in which our department can truly bask. As is our tradition, Dr. Seidman was invited to appear at our Psychology Honors Day last April to receive his Outstanding Alumnus award and was asked to provide a few informal remarks about his time as a graduate student here at UK. He began by acknowledging the faculty who had been especially critical to his

personal and professional development: Jesse Harris, Juris Berzins, Al Watt, and Judy Worrell. He noted that the department created a "wonderful sense of community" among faculty and students and was highly supportive of families. Dr. Seidman evoked more than a few laughs with his description of the first-year statistics exam format in his day: Administered on the honor system and scheduled allegedly for 3-5 p.m., most students took until 7 or 9 p.m. to finish, but a few unfortunate souls plugged on until 7 the next morning! He remarked that he hoped that computers have changed that now. Dr. Seidman also confessed that although he finished the draft of his dissertation on September 1 of 1968 and was told to make only minor changes one week later, he delayed turning in the final draft to his committee for months, because he was so worried that he would go blank during the oral defense he wanted to wait until after he had several job offers in hand before defending. So in many ways the feelings and experiences of graduate students at UK in the 1960s are much the same as they are today, but Dr. Seidman noted that UK and Lexington itself has changed a lot, and for the better, in particular with respect to reductions in racism.

We are proud to claim Edward Seidman as an alumnus of our program.

News from the Harris Center

by David T. Susman, Ph.D., Director

The Jesse G. Harris, Jr. Psychological Services Center (PSC) is the Department's training clinic for graduate students in the Clinical Psychology program. Located in a renovated house near campus at 644 Maxwellton Court, the clinic offers a

comfortable environment for students to learn and practice skills in psychotherapy and assessment. Although the primary mission of the center is to train graduate students in applied clinical skills, another focus is to provide affordable outpatient mental health services to the greater Lexington community. Clients are referred from numerous local agencies and private practitioners. Additionally, the clinic typically sponsors (in conjunction with the Kentucky Psychological Association) two continuing education workshops each year. These presentations allow regional or national speakers to provide training to students, faculty, and local practitioners about various applied clinical topics. The center also provides experiential education to undergraduate psychology majors, who earn course credit by working in the clinic. These students see the inner workings of a mental health clinic and learn about various topics related to the practice of clinical psychology. Finally, the clinic has been the site of numerous research projects involving departmental faculty, clinical graduate students and undergraduates.

Therapy services at the clinic include individual therapy for adults, adolescents, and children, as well as couples, family, and group psychotherapy. The group therapy programs have grown significantly in recent years and include several ongoing and periodic groups. An ongoing dialectical behavior therapy coping skills group for persons with borderline personality disorder, which is supervised by Dr. Ruth Baer, has proven very popular and has generated numerous referrals from various health care providers. Another continuous group is the interpersonal group, based on Yalom's group therapy, which focuses on relationship issues, anger, self-esteem, and related topics. This group, supervised by community psychologist Dr. Geraldo Lima, has also been successful in terms of client response and general interest by other area clinicians. Periodic groups such as the children's social skills program, and the

parenting skills group, both supervised by Dr. Richard Milich, target improving peer relationships and enhancing management of behavior problems, respectively. Another recent group was a cognitive-behavioral treatment of depression group, supervised by Dr. Donald Lynam.

The center also offers a wide range of testing and assessment services. Intellectual, personality, and neuropsychological assessments of adults and children are available. Assessment of attention deficit/hyperactivity disorder and learning disabilities are also provided. The clinic has provided pre-employment screenings for UK Police and for security guards and gunsmiths at a local company.

Psychiatric consultation is available on site, through an arrangement with the Department of Psychiatry, which provides the clinic with a psychiatric resident for one-half day each week. The residents provide diagnostic evaluations and assess if medications could benefit a client. If prescribed, the resident then sees the client on a regular basis for medication reviews. This service has enabled clients to receive high quality psychiatric consultation at a very low cost.

Supervision of students' clinical work is provided by all of the Department's clinical faculty and by the PSC Director. In addition, advanced graduate students have the option of obtaining supervision from the clinic's roster of about two dozen licensed psychologists in the greater Lexington area who generously donate their time to the program. Students thereby benefit from exposure to a wider range of treatment modalities and theoretical orientations. Emphasis in supervision is placed on the use of empirically supported

treatments. The center maintains a small resource library with articles and manuals about such interventions. Graduate students who choose to complete 10 or 20-hour per week practicum placements at the clinic gain valuable experience in mental health administration skills.

The 2000-2001 academic year marks the clinic's 25th anniversary. In the next issue of *Kastle Watch*, there will be a special article about the history and development of the clinic and news about a special event to celebrate its silver anniversary. If you have questions about the clinic or specific services or CE workshops, please call the center at (859) 257-6853. Or you may visit the center's web site at www.uky.edu/AS/psychology/harrispsc.

Research Profile: Chana Akins

As far back as I can recall, I have been intrigued and amazed by animals. Beginning at a very early age, I overwhelmed all of those around me with Sunday evening meals watching "Mutual of Omaha's Wild Kingdom," taking trips to zoos, aquariums, museums, circuses, and my pets. I owe a great deal to my family for tolerating and even sometimes encouraging my enthusiasm for animals. There were many bizarre occurrences in my household. For example, while I was away at summer camp, my mother volunteered to feed my snakes (three little garter snakes). One day while she was feeding them, she noticed something odd. When she looked more closely, she saw what she claimed were twenty snakes (there were really only eleven). As if that wasn't stressful enough for my mother, when she called the family vet, he told her she should probably remove the baby

snakes so that the mother would not consume them. I was proud of my mother, the snake handler. When she relayed the message to me over the phone, she had a great sense of humor about the incident. Two weeks later I sold all of my snakes and bought a large box turtle, probably as a compromise with my mother. My turtle would later lay an egg on Easter Sunday. Thank goodness I was home for the event and that the egg was infertile. God works in mysterious ways.

At a very early age, I was convinced that I would become a veterinarian. The day after my high-school graduation, I found myself on campus at Michigan State University (MSU) for an early involvement program for pre-veterinary minority students. The program was intense and rigorous, and sometimes felt like boot camp. It involved taking preparatory course work, attending meetings, observing surgeries and other routine medical procedures, and shadowing several veterinarians at the animal hospital on a daily basis. I did well in the program. I survived Calculus, did not become ill from the anesthesia during large animal surgery (some students actually did), and even found that I had a hidden talent for acting (in Theater 101). However, the veterinarians that I encountered did not live up to my expectations. Having worked for a veterinarian during grade school in Chicago, I had an image of pleasant but very busy people. This was not the image of most of the veterinarians that I worked with at the animal hospital at MSU. I finished a year and dropped out of the program. The experience led me to what I discovered to be my real passion, behavioral research.

During my seven years at UK, the main focus of my research has been on learning and sexual behavior. It's easy to believe that sexual behavior is an innate process that requires little experience or learning. Nevertheless, considerable evidence is available indicating that sexual behavior is subject to modification by learning.

Learning may facilitate sexual activities in a variety of ways. For example, animals may learn to predict the presence of potential mates by associating them with certain stimuli such as olfactory, visual or auditory cues. They may also learn to detect potential partners more effectively by learning to distinguish whether a conspecific is a male or a female or by learning to compete more successfully for access to potential mates. Such learning experiences can be critical for successful mating. Because my students and I are concerned with the extent to which sexual behavior is open to modification by learning, our research requires that we control the experiential history of the subjects. An avian species, Japanese quail, are ideally suited for our experiments in many ways. The birds readily engage in reproductive behavior in the laboratory; their courtship and sexual responses are distinctive and easily identifiable; they can be maintained in reproductive readiness all year with proper photostimulation; and they provide a feasible, convenient, and interesting alternative to standard laboratory rats and pigeons. These birds also afford rich comparative opportunities, and they can be comfortably maintained in the laboratory at a relatively reasonable expense.

Many sexual learning studies have been conducted with Japanese quail, including many from our laboratory. In a typical sexual learning paradigm, an initially ineffective stimulus, the conditioned stimulus, is presented. Following presentation of the conditioned stimulus, male birds receive copulatory opportunity with a receptive female bird, the unconditioned stimulus. After many pairings, the once ineffective stimulus comes to elicit a conditioned response such as approach or courtship behavior in the presence of the

stimulus. Findings from our laboratory have helped to identify the conditions under which sexual learning occurs. For example, sexual learning is most likely to occur when the conditioned stimulus contains a small amount of female species-specific stimuli, the head and neck area. It is no coincidence that the head and neck plumage of these birds is their most sexually dimorphic feature. It has also been shown that these birds learn to differentiate between sexes based on these head and neck features. Therefore, during sexual learning, features that are most closely related to the female bird may prime the system and facilitate learning. Our findings are in accordance with concepts such as "preparedness" that suggest that certain kinds of stimuli are favored by natural selection and are therefore more likely to form associations than other kinds of stimuli.

The findings gathered from our laboratory serve as a comparison to human sexual arousal. One of the central functions of basic behavioral research in the area of human sexuality is to study scientifically the parameters of sexual arousal in relation to classical conditioning. According to some theories of human sexual arousal, deviant sexual behavior begins with an accidental pairing of an abnormal or deviant stimulus with sexual arousal and/or ejaculation, giving that stimulus a high amount of erotic value. That stimulus may then begin to elicit sexual arousal on its own. Thus, deviant sexual behavior in humans may be acquired through a classical conditioning process similar to the one we use to study sexual learning in animals. Unfortunately, experiments that have been conducted to investigate human sexual arousal and the acquisition of sexual deviant behavior have many limitations. These limitations include problems with subject expectation and voluntary or

cognitive control, small sample sizes, lack of proper controls, and methodological problems. Thus, studies with animal models, such as those with Japanese quail in our laboratory, provide information about the general mechanisms of sexual arousal with fewer experimental limitations.

One question that we're routinely asked about our research is whether there is an adaptive advantage for animals that are classically conditioned. Do animals reap some benefit if they can anticipate a potential mating opportunity? Research shows that conditioned male animals mate more quickly with females and release more sperm than males that have not been conditioned. Our laboratory will soon begin a series of experiments to determine whether conditioned males achieve paternity when they're in direct competition with other males during a mating opportunity. In these experiments, we will compare the DNA material from developed embryos that are fertilized by the sperm of either conditioned or unconditioned males, both of which will have had access to the same female. Thus, we hope to provide evidence for adaptive learning in what many ethologists consider to be one of the most direct measures of fitness, viable offspring. This research will be part of a collaboration with Dr. David Westneat in the Department of Biology. Miriam Chambliss, a graduate student in my laboratory, will supervise these experiments and will also use DNA techniques to investigate aspects of female control of egg fertility and male paternity for her Master's thesis project.

Although most of our research is focused on sexual behavior and sexual learning, we also are interested in general mechanisms of reward and motivation. One of our most recent areas of study involves investigating drug reward. In humans, there is a high incidence of relapse among substance abusers even after being fully detoxified. It has been hypothesized that a contributing factor to the high relapse rate are the environmental cues that may

become associated with previous drug use and later serve as cues that elicit a conditioned drug response or "craving" response that motivates drug-taking behavior. Some laboratory studies have shown that cocaine addicts respond differentially to cocaine-related cues compared with neutral cues. For example, cocaine addicts exhibit a decrease in skin temperature and an increase in skin conductance when presented with cocaine-associated objects. These laboratory studies indicate that a relapse may be triggered by environmental cues prior to drug taking behavior.

Our interest in cocaine reward is primarily on the visual cues in the environment. Many of the environmental cues that trigger a relapse are distal visual cues. These distal visual cues may then serve to motivate behavior towards approach to environmental cues that are more proximal to the drug experience (touching a "crack" pipe, smelling the odor, tasting the "burn," etc.). Although rodents have been the typical animal model used in cocaine reward studies, because of their limited visual capacity they may not serve as an appropriate model for examining drug reward that solely involves visual cues. Japanese quail have a well-developed visual system with color vision. Thus, we have been conducting research to determine the viability of using an avian species as a model in drug abuse research.

Neil Levens, another graduate student in my laboratory has conducted several experiments investigating cocaine effects in quail for his Master's thesis project. He found that, similar to mammals, birds find cocaine to be rewarding and cocaine appears to induce similar stimulatory effects in birds as in mammals. The findings indicate that quail might

serve as an alternative animal model for the study of drug mechanisms. These data are part of a manuscript that has been accepted for publication in *Psychopharmacology, Biochemistry & Behavior*.

I'd like to thank my hard-working and devoted graduate students Neil Levens and Miriam Chambliss, and the undergraduates who helped with data collection and laboratory upkeep over the years: Mack Bautista, Charles Collier, Eleni Christou, Rebecca Elliot, Melanie Evans, Mark Frisiello, Kristie Hall, Shawnte Hall, Mark Klaussen, Dave Klein, Robyn Mackey, Jenny Moses, Ranmelee Ferrara, Hunt Stilwell, Tina Webb, and Kara Workmen.

Call for Nominations

It is time for nominations for the third annual Distinguished Alumni Award, which is given to Ph.D. graduates of the Department who have distinguished themselves by outstanding achievements in education, research, or applications of psychology. Recipients of the award will receive a cash award; have their names engraved on a plaque in Kastle Hall; and will be invited to present a colloquium during our Psychology Day celebration.

If you would like to nominate yourself or any other Ph.D. alumnus of our department, please write a brief nominating letter including your name, address, phone number; the name and address of the nominee; a recent vita of the nominee if you have one available; and a short statement of why you believe the nominee should be considered for the award. Nominees from the last two years will be considered for this year as well, so if

you nominated somebody previously you do not need to nominate the same person again (although you are free to nominate somebody new). Nominating letters should be sent to Dr. Rick Hoyle, Chair; Department of Psychology; University of Kentucky; Lexington, KY 40506-0044 or electronically to rhoyle@pop.uky.edu. Nominations will close on November 1st.

Transitions

Three faculty members are to be congratulated for their successful promotions: **Don Lynam** and **Ramesh Bhatt** were promoted to Associate Professor with tenure, and **Charley Carlson** was promoted to full Professor. Good work!

Three (lucky) faculty members will be on sabbatical this upcoming year. **Melody Carswell** and **Margo Monteith** will be taking full-year sabbaticals, and **Ruth Baer** will be on a semester-long sabbatical during the spring of 2001.

We have two new staff members on board the department this fall. **Julie Mellon**, a former UK graduate who had taken several psychology courses, is the new Receptionist/ Assistant to the Chair. **Tamicah Scott**, who will soon receive her B.A. in psychology, is our new Staff Support Assistant in charge of undergraduate affairs (no, not *that* kind of affairs!).

Faculty Notes

Congratulations are due to **Mike Bardo**, who was awarded an individual research grant from USPHS, "Novelty, dopamine and response to amphetamine." The total award was \$623,246, and the grant will run through 2003. Co-investigators on the grant are Dr. Linda Dwoskin from the College of Pharmacy and Dr. George Rebec from Indiana University.

When **Mark Fillmore** arrived on campus last fall, his lab renovations were not completed (surprise, surprise), and so he devoted the first semester to writing grant applications. This was time well spent, as he has thus far won one of the grants he applied for, received a fundable score on a second for which he is awaiting final notification, and is still waiting to hear about the third grant. The first grant was awarded by NIAAA and is titled "Binge drinking, alcohol, and cognitive processes." The amount of the grant was \$144,900.

The Psychology Department continues to dominate the Arts & Sciences list of "Top Ten Teachers." **Jonathan Golding**, **Sung Hee Kim**, and **Ron Taylor** were named this year by graduating seniors as the best teachers they have had at UK.

Another stellar teacher in our department is **Chana Akins**, who was a finalist in this year's competition for the Chancellor's Award for Teaching by Nontenured Faculty.

This appears to be a good year for both **Chana** and **Sung Hee**, because in addition to the teaching honors just described, they both were awarded a Special Summer Faculty Research Fellowship this year.

Margo Monteith gave birth to Madeline Eliza Lynam, on February 8th, 2000, making Margo and **Don Lynam** (Dad) very proud first-time parents. Madeline weighed 6 lbs, 7 ounces and was 20 inches long at birth. She is a tremendously happy and alert baby who has already made her mom and dad happier than they thought possible. Margo will need all that spare time she got on maternity leave (all parents laugh hysterically here) to review manuscripts, as she was also recently appointed to the editorial board of *Personality and Social*

Psychology Bulletin, one of the premier journals in social psychology.

Jonathan Golding was awarded a Research Committee Grant in the amount of \$4700 for his project "Perceptions of Elder Abuse in Court." This is another example of Psychology's excellent track record in obtaining Research Committee money.

Susan Barron is the co-Investigator on a million-plus dollar grant that was funded by NIAAA to look at medication development for alcohol-related toxicity. The PI on the grant is John Littleton, and Peter Crooks is another co-Investigator. Sue was also elected President-Elect for the 2000/2001 year for the UK Kentucky Neuroscience Chapter. She must have an effective campaign speech, because she was also elected Secretary/Treasurer for the Fetal Alcohol Study Group (a national organization).

Richard Smith was named Program Chair for APA Division 8 (Personality and Social Psychology) for the 2001 APA Convention to be held in San Francisco, CA. If we are lucky he will leave his puns as well as his heart there.

Suzanne Segerstrom won the Martin E. P. Seligman Award for Outstanding Dissertation Research on Optimism and Hope. She received her award at the APA annual convention in Washington D.C. this August.

Tom Zentall has had the honor of having his research described in several prominent publications with world-wide circulations. *The Economist*, the *New Scientist*, and an internet publication called *CityBeat* have all recently published descriptions of Tom and Tricia Clement's work showing that even pigeons learn to prefer a reward they

worked harder for over a more easily obtained reward.

Steven Harrod, a postdoctoral scholar in the department, was awarded an NIH grant, "Lobeline Analogs and Amphetamine Self-Administration," in the amount of \$69,932 and will run through 2002.

Graduate Student Notes

Eric Stephens and **Matt Webster** both won Dissertation Year Fellowships for the 2000-2001 academic year. These \$13,000 plus tuition university-wide fellowships are highly competitive, and it is unusual for our department to be awarded two of them in a single year. Congratulations to Matt and Eric for proving once again that Psychology is one of the strongest departments in the University!

Further evidence of Psychology's standing in the Graduate School is that two of our graduate students won another highly competitive fellowship, the UK Presidential Fellowship, which carries a \$10,000 plus tuition stipend. Winning the Presidential Fellowships were **Beth Sankis** and **Derek Mace**. Beth also received the Nietzel Predoctoral Research Award at last April's Psychology Honors Day celebration.

Julie Bollmer received a competitive \$5000 fellowship for the Spring 2000 semester from the Graduate School.

Beth McBrayer and **Chad Vickery** were married on May 20th of this year.

Suzannah Fister was awarded a Multi-Year Fellowship, which consists of a \$15,000 stipend that is renewable for two additional years.

The Research Challenge Trust Fund continues to play an important role in supporting graduate students and

research in the department. Three graduate students, **Joshua Miller**, **Neil Levens**, and **Gary Barnes**, have received \$15,000 fellowships for the 2000-2001 academic year to fund their research in the area of substance abuse and prevention.

Brigitte Dorrance has accepted a job offer for a tenure-track position from Augustana College, a quality four-year liberal arts college in Rock Island, Illinois.

Jennifer Willford has accepted a postdoctoral position at the University of Pittsburgh working with Nancy Day and colleagues on prenatal drug effects in infants and children.

Leslie Ashburn-Nardo won an allocated fellowship for the 2000-2001 academic year.

Tracy Segar has accepted a postdoctoral position at the University of Cincinnati working with Paul Berger on the rewarding effects of drugs. Tracy will be very busy these days, because on July 8th, he and his wife Heather became the proud parents of Evan Mark Segar, who weighed 7 lb 12 oz and was 20 ½" long at birth.

Suspicions that there is a baby boom afoot in Kastle Hall will be confirmed by this news: **Eric Stephens** and his wife, Rebecca, became the proud parents of Hannah Ruth Stephens on August 11th. Hannah weighed in at 7 lb 11 oz and was 21 3/8" long. (There are other faculty and graduate student babies on the way, but you will have to wait for the next issue of *Kastle Watch* to find out who they are.)

Kris Anderson won a Commonwealth Research Award to attend a conference in Denver. She is also working with APAGS as the State Advocacy Coordinator for Kentucky

and is the graduate student representative to the Kentucky Psychological Association.

Kate Flory has won a host of awards that have enabled her to attend a variety of conferences at such undesirable locales as San Juan: the Research Society on Alcoholism Student Merit Award; the NIDA Director's Travel Award to the College of Problems on Drug Dependence Conference in San Juan, Puerto Rico; an APA Travel Award; and she was a finalist for the Research Society on Alcoholism Research Recognition Award.

The annual Jesse G. Harris Dissertation Award was won this year by **Suzanne Drungle**, for her dissertation entitled "Positive Psychosocial Functioning in Later Life: Use of Meaning-Based Coping Strategies by Nursing Home Residents."

The clinical class of 2000 has left the Kastle Hall nest and spread across the country for their internships, which include such prestigious sites as the Palo Alto VA, UNC Chapel Hill, Duke University Medical Center, University of Texas Medical Branch, and Penn State University.

Where Are They Now?

In this column, we print brief notes about where our alumni have settled and what they are up to these days. The success of this column depends on YOUR willingness to send in a short

summary of where you are and what you are doing. We only received a couple of submissions for this issue; please take the time to jot a few lines to let your former friends and acquaintances find out what you're doing. You can mail your entries to Monica Harris Kern, Department of Psychology, University of Kentucky, Lexington, KY, 40506-0044, or via e-mail to harris@pop.uky.edu. If you'd like to publish an e-mail or snail-mail address where former colleagues can reach you, please let me know.

Jamie Baker-Prewitt, a 1992 Ph.D. of the Social Area, has been promoted to Vice-President, Director of Consulting & Analytical Services at Burke Incorporated, one of the largest market research firms in the country. She was also appointed to the senior management committee at Burke. She and her husband, Tom, have two children, Taylor (9 years old), and Baker Reid (6). Tom is doing well as a law partner with a litigation practice. They have recently moved to Fort Mitchell, Kentucky, where they enjoy the advantages of a small-town atmosphere located near a large city.

Cecile McAninch, a clinical Ph.D. graduate of our department who currently holds a tenure-track position at Wofford College (in South Carolina) gave birth to (gulp!) twins, Will and Helen, on December 23rd, 1999.

Robert Gallen is moving from Georgetown College to a tenure-track position at Indiana University of Pennsylvania. IUP is primarily a liberal arts undergraduate institution, although they do offer a Psy.D. degree.

The world is evidently a small place indeed, as **Lou Sherburne**, a former behavioral neuroscience Ph.D. who has been teaching at Wabash College, is *also* moving to IUP where she and Robert will be colleagues. Lou was just awarded the APA Division 6 Brenda A. Milner Award for her article, "Timing in Pigeons: The Choose-Short Effect May Result from 'Confusion' Between Delay and Intertrial Intervals" that appeared in the *Psychonomic Bulletin & Review*. This is an award to recognize an outstanding paper in the field of behavioral neuroscience or comparative psychology written by a new investigator.

Karyn McKenzie, a social Ph.D. who is currently an Assistant Professor at Georgetown College, gave birth to Elizabeth Jordan McKenzie on May 4th, 2000, making Karyn and her husband, Steven, very proud parents. Elizabeth was 7 lbs. 10 oz. at birth and 20 1/2" long. Apparently not inheriting her mother's strict sense of punctuality, Elizabeth arrived a week late only after an induced labor.

Enrichment Fund

Since the conception of the Psychology Enrichment Fund in the summer of 1991, the Department has benefitted substantially from the generosity of alumni who have contributed to the fund. Although donations in any amount are always welcome, the Department has identified three special levels of gifts

that can be structured in multi-year payments. **Psychology Friends** pledge \$300 to the enrichment fund; **Partners** pledge a total of \$1000, and members of the **Kastle Society** pledge a sum of \$2000 to the Fund. Individuals who donate at any of these levels will receive personalized paperweights from the University and will have their names engraved on wall plaques that are displayed in Kastle Hall.

To make a contribution in any amount to this fund, please write your check payable to the **UK Psychology Enrichment Fund** and mail it to the University of Kentucky Office of Development, Sturgill Development Building, University of Kentucky, Lexington, KY 40506-0015. Your help is always needed and greatly appreciated.



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