

KASTLE WATCH

UNIVERSITY OF KENTUCKY

WELCOME TO KASTLE WATCH

IN THIS ISSUE...

Hello, everybody! There is much in store for you in this issue of Kastle Watch: a discussion of big changes going on with the undergraduate curriculum, a research profile of Ramesh Bhatt, announcement of the

Distinguished Alumnus Award, and the usual assorted announcements and notes. Also, in this issue we are introducing a new (and hopefully regular) column of Kastle Watch: "Where Are They Now?," where we will provide updates on selected alumni that will give you the chance to see where your colleagues are these days and what they are up to.

our benchmark and aspiration schools. We created subcommittees for each of the main areas of psychology to come up with core and advanced courses in each area. Lastly, we held a seemingly infinite number of meetings to discuss possible curriculum changes at great length, a process that is still going on.

The end result of all this work was a new curriculum, designed with three goals in mind: (1) to ensure that all majors complete course work beyond the introductory level in all foundational areas of the discipline; (2) to enhance the research, writing, and oral communication skills of majors; and (3) to enable individuals to pursue an avenue of interest at the upper-division level.

To address the first goal, the new curriculum will require four new core courses at the junior level, consisting of Learning and Cognition; Personality and Development; Biological Bases of Behavior, and Social & Cross-Cultural Processes. These courses will integrate and/or replace existing courses in those areas.

The second goal will be addressed through having students take, from a set of options, one advanced lecture/lab course as a follow-up to one of the core courses (e.g., Behavioral Neuropharmacology would be a follow-up to Biological Bases of Behavior). Students will also be required to complete one senior capstone course or experience. The capstone can be

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Revamping the Undergraduate Curriculum

A review and revision of the undergraduate curriculum is now underway. The current set of courses and requirements has been in place and essentially unchanged since the late 1970s. Departmental self-study and reviews identified some significant weaknesses in the old curriculum, however. For example, it gave students many choices in completing core area requirements, but it does not ensure that students will receive a substantial exposure to all of the fundamental areas of psychology--learning, cognition, social, personality, developmental, and behavioral neuroscience.

Thus, we set about changing our undergraduate curriculum. We consulted APA reports and the curricula of

fulfilled in a variety of ways, e.g., conducting a senior honors thesis, working as a research assistant, or doing an internship. We will be able to keep these advanced and capstone courses small, thereby offering more mentoring of students' research, writing, and oral communication skills.

Academic and career interests of students vary considerably, and the new curriculum is designed to accommodate this variability. Beginning with the advanced lecture/lab course described above, students begin to identify and pursue their niche. Addressing the third goal is assisted by requiring majors to complete one applied course and two elective courses from several options. Courses in these sets nicely complement options within the advanced lecture/lab category. Hence, from the core through the capstone, it is possible for students to formulate, develop, and implement an undergraduate focus.

Of course, in addition to the new courses and requirements, students will still be required to take the traditional requirements of Introductory Psychology, Statistics, and Experimental Psychology. In addition, all majors will take, preferably in their freshman year, the relatively new Orientation to Psychology course (PSY 195). This class was designed to address the gaps in undergraduate advising and career counseling that are inevitable when you have over 700 majors and only 25 or so faculty advisors. The course goes over the university, college, and departmental requirements, and more important, it surveys career options for psychology majors in detail and what is needed for graduate school.

Creating a new curriculum is an ambitious undertaking. It will require developing new courses, as well as modifying or eliminating existing

courses. The number of credit hours actually required in the major will increase from 27 to 41, whereas under the old curriculum majors usually completed about 12-15 credit hours of electives in the discipline. The process of getting the new courses and requirements approved at the university level is equally arduous and time-consuming. Right now, our best estimate is that the new requirements will be up and going in the 1999-2000 academic year. It seems fitting that we will offer a new curriculum for the new millennium!

APA Science Writers Fellowship Program

Our department has received the honor of being selected to host a science writer as part of the APA Science Writers Fellowship Program. The aim of this program is to provide science writers and reporters with exposure to psychological science, with the ultimate goal being that the writers will gain a new perspective on and appreciation for the field and will write about their observations in such a way as to improve public perceptions of psychological research.

During the week of November 4-6, Marilyn Alias, a writer for USA Today, will be visiting the department to talk with faculty members in depth about their research programs, and she may observe experiments being run and attend some lectures as well. The department is also planning on organizing a keynote luncheon or reception which would be attended by Ms. Alias, various University administrators, and/or state legislators. This luncheon would serve the dual purposes of

publicizing the APA Science Writers Program as well as the department's accomplishments.

Clearly, our selection to participate in this program represents both an acknowledgment of the exciting and important research being carried out by our faculty and a good opportunity to make this research better known to state and university officials, as well as a larger national audience. After all, USA Today is read by millions of people every day; it would be quite a coup to have our own faculty's work described in it. Our appreciation goes to Mike Nietzel for the effort he invested in putting together a winning application for the Writer's Program.

Experimental Program Restructuring

The undergraduate curriculum is not the only aspect of the department undergoing review and revision. A new organization of the experimental psychology program is in the works. The plan is to merge the Cognitive and Developmental Studies (CADS) and Behavioral and Neural Studies (BANS) areas. There are a couple of advantages, both practical and conceptual, to this merger. First, combining the two areas will help to establish and maintain the "critical mass" of faculty and students that a program needs to thrive. Second, a larger, more multidisciplinary program should facilitate graduate student recruitment and retention, through offering interdisciplinary research and training opportunities. Third, the merger reflects what is going on in psychology as a discipline, that is, the growing trend for research areas to lose their strict boundaries and become more integrated.

As with any marriage, there are a number of prenuptial details to work out before the merger takes place. Also as with any marriage, one of the more pressing questions was what name the new family would assume. Many alternatives were deliberated, but at present the tentative name for the new, combined area would be "Neural, Cognitive, and Developmental Studies." The merger takes formal effect for the 1996-1997 academic year.

Kentucky Partnerships for Training and Research on Severe Mental Illness

The Psychology Department is an integral part of a new University-public sector group devoted to the study and treatment of severe mental illness. This group, which has received official status and support from Vice-President Bramwell's office, is called the Kentucky Partnerships for Training and Research on Severe Mental Illness. Other partners in this group include faculty from Social Work, Psychiatry, and Nursing, as well as officials from the Kentucky Department of Mental Health, several community mental health centers, and mental health consumer groups. The Kentucky Partnerships will have three major goals: (a) the development of research proposals and projects in the area of psychopathology and evaluation research; (b) interdisciplinary training in the assessment and treatment of severe mental illness; and (c) a continuing education program relevant

to severe mental illness.

Several promising opportunities will emerge as a consequence of the Kentucky Partnerships. Funding is available for R.A. positions, and access will be available to an extremely large, longitudinal data set on all severely mentally ill adults in Kentucky. The group also aims to develop interdisciplinary grant proposals to fund other projects and research lines.

The Kentucky Partnerships thus represents an exciting opportunity for multidisciplinary research and the chance to improve communication and collaboration with relevant community and state-wide factions. Interested parties should contact Mike Nietzel or Ruth Baer for further information about the partnerships.

Distinguished Alumni Award: Constance T. Fischer, Ph.D.

We are pleased to announce that the winner of the inaugural Distinguished Alumni Award is Constance T. Fischer, who received her Ph.D. from the Clinical Program in 1966. Connie Fischer is a shining example of the ideal scientist-practitioner. A professor of psychology at Duquesne University with over 70 publications, she has also maintained an active clinical practice and has worked in many important ways to advance the clinical psychology profession.

Connie arrived at UK in 1960 with a B.A. in Government from the University of Oklahoma. Minorng in social psychology, she earned her MA in 1963 and Ph.D. in 1966. That year she joined the psychology department

at Duquesne University in Pittsburgh, where she attained the rank of full professor in 1982. She has published extensively, with the bulk of her research on the areas of psychotherapeutic assessment, qualitative research methods, and phenomenological approaches to psychology. She is an editor on two books and author of two others. In addition, she is on the editorial board of three journals (The Humanistic Psychologist, Journal of Humanistic Psychology, and Methods: A Journal for Human Science). She is a Fellow of the American Psychological Association, the Society for Personality Assessment, the American Board of Medical Psychotherapists, and the International Academy of Behavioral Medicine, Counseling, and Psychotherapy. Her work on the experience of criminal victimization was quoted in full as the introduction to an APA Task Force report on crime and violence.

Dr. Fischer's research and professional efforts have not gone unrecognized. She has received Distinguished Professional Service Awards from the Greater Pittsburgh Psychological Association, the Pennsylvania Psychological Association, and the College of Liberal Arts of Duquesne University, in addition to the President's Excellence in Service Award (Duquesne University). She has held numerous positions of professional responsibility, e.g., having served on APA division Program Committees on no fewer than 11 occasions.

To do full justice to the scope and depth of Dr. Fischer's contributions to the field of psychology, we would have to duplicate her 15 page vita (which doesn't even include the listing of her publications). As we cannot do that here, we will have to settle for stating simply that Constance Fischer represents the highest example of the

scientist-practitioner, and we are proud to have her career as a model for our current students to emulate.

As the first winner of the Distinguished Alumnus Award, Dr. Fischer will receive a plaque and will be invited to present a colloquium to the Department.

Calls for nominations for the second annual Distinguished Alumnus Award will appear in the next issue of Kastle Watch; please be thinking of whom you would like to nominate.

Update on Computer Revolution

In the last issue of Kastle Watch, we reported on the enormous changes the department is undergoing concerning our computing capabilities. We are happy to report now that the computer revolution is now nearly complete: New Dell computers running on Windows 95 have been purchased for all the faculty, and most of them have been installed in offices. The ethernet connection has been completed, and faculty are gradually making the transition to a new e-mail system (Eudora). This system entails new e-mail accounts and addresses, so if you are communicating with any faculty electronically, please make note of their new addresses, which will have an extension of "pop.uky.edu." The department has also received extra money from the College that will be used to supplement the computer lab for graduate students. Upgraded

computers and a new laser printer will be placed in a room (to be announced) for use by graduate students.

The only phase remaining in our computer revolution is the establishment of a department-wide network system that would allow faculty members to ship documents easily back and forth and to use a departmental laser printer.

Workshop on Dialectical Behavior Therapy

Cynthia Sanderson, who obtained her Ph.D. from the clinical program here at U.K. and who is currently at Cornell University Medical College, returned to the Department on August 2nd to present a day-long workshop entitled "Dialectical Behavior Therapy: A unique approach to the treatment of Borderline Personality Disorder." Cynthia Sanderson is the Director of the Personality Disorders Program at the New York Hospital, Cornell Medical Center, and an Assistant Professor of Psychology at Cornell University Medical College. She has been trained in Dialectical Behavior Therapy (DBT) by Marsha Linehan, the originator of DBT. DBT

is a manualized treatment that integrates cognitive-behavioral, psychodynamic, and Eastern meditation approaches to the problems of chronically suicidal clients.

The workshop was a tremendous success, attracting over 90 participants. Dr. Sanderson is generously donating all proceeds from the workshop to fund graduate student research at the Jesse G. Harris Psychological Services Center affiliated with the

Psychology Department.

Research Profile: Ramesh Bhatt

Imagine that you are three months of age. What would you be able to see? What would you be able to learn about the world around you? Would you be able to manipulate your environment based on what you have learned? What details would you be able to remember about what you have learned? How would you forget things? How would your perceptual and memory capacities translate into those that will be available to you as an adult? These are the types of questions that Ramesh Bhatt, assistant professor of psychology in Cognitive and Developmental Studies, strives to answer.

Ramesh's research has specifically concentrated on perceptual and memory processing during the first half year of life. One set of studies has utilized the phenomenon of visual "pop out" to examine the nature of early visual processing. Pop out refers to the finding that a discrepant element in a visual array "stands out" from the rest of the array and captures attention. There is a considerable amount of research to suggest that, in adults, this phenomenon is mediated by a "preattentive" process that functions early during the stream of visual processing. Ramesh's research indicates that 3-month-old infants exhibit adult-like pop-out effects, thereby suggesting that the basic selection mechanism that determines which aspects of the visual scene are processed and that directs subsequent behavior is functional early in infancy. This research also suggests that infants as young as 3 months of age encode some of the same primitive perceptual

features that have been identified as the building blocks of adult visual object perception. Current research that Ramesh is conducting is continuing the analysis of the phenomenon of pop out in infancy as a way of understanding the underlying preattentive mechanism that is thought to be a critical component of object perception.

In addition to the detection of individual features, the encoding of *relations* among features is also critical for object perception. In fact, the processing of relational information is ubiquitous in psychological functioning. In the domain of word identification, for instance, the relation between the letters "o" and "n" determines whether the word is "on" or "no."

It is generally assumed, however, that young infants are incapable of perceiving and remembering feature relations. Ramesh's research has revealed that infants as young as 3 months of age do perceive relations among object features. For instance, in one of his studies, infants exposed to red As and black 2s discriminated them from black 2s and red As even 24 hours after training, indicating that they had encoded the correlation among object features (what goes with what) and remember this information over a 24-hour retention interval.

Other studies that Ramesh has conducted have examined the interface between perception and memory. For instance, many models of object recognition assume that visual perceptual processing proceeds in two distinct stages, one involving the detection of individual features and another involving the processing of relations among features. Ramesh's research has revealed that the *forgetting* of features and relations also proceed in separate stages: Infants appear to forget relations before they

forget the individual features that comprise these relations. Thus, there appears to be a close correspondence between perceptual processing of information and its organization in memory.

The examination of the interface between perception and memory has also revealed that there is a changing relation between perceptual processing and memory retrieval between 3 and 6 months of age: Object recognition appears to become more "expectancy based" and less driven by perceptual characteristics of test cues with age. That is, like adults, 6-month-olds appear to be able to flexibly utilize perceptual characteristics of stimuli *and* their past experiences to interact with the environment, whereas 3-month-olds appear to be less flexible and more rigidly bound by the perceptual aspects of stimuli. Future studies will examine the nature of this developmental change. Some of the questions that will be addressed include the following: Is there a developmental change in inhibitory capacities that allows older infants to inhibit responding to perceptual stimuli and base their behavior on more than the information that is currently present? Is there a related developmental change in infants' ability to be prospective, i.e., to be able to predict future outcomes based on past experiences?

During the last year, Ramesh has also studied other aspects of infants' memory. One project examined two related aspects of memory in early infancy: (a) the manner in which memory retrieval of an event in infants is hampered by a subsequent experience, and (b) the manner in which infants are enabled to generalize from what they know to something new by a brief additional experience. The results indicate that in infants, as in adults, memory interference is pro-

portional to the strength of the memory of the interfering event. Moreover, infants readily learn to generalize from what they know to something new following a brief additional experience.

Another continuing project involves the study of learning and memory processes in infants born prematurely. There is some evidence to suggest that prematurely born infants might lag behind full-term infants in terms of learning and memory processes. In collaboration with Dr. Jackie Sampers of the Pediatrics Department, Ramesh is conducting a study that examines whether prematurely born infants differ from their full-term counterparts in their ability to (a) learn a contingency between their behavior and an environmental outcome, and (b) remember information pertaining to this contingency.

Thus, in general, Ramesh's research is aimed toward a systematic analysis of perceptual and cognitive development in early infancy. His long-term goal is to contribute to the generation of a model of development in terms of the nature of information that infants extract from the environment and the manner in which this information influences their future behavior.

Imagine, once again, that you are three months of age. Ramesh would like to have your parents' telephone number---he is always looking for subjects.

Transitions

We were extremely fortunate in talking **Chana Akins** into remaining with the department after her post-doc was finished. She has been appointed Assistant Professor of Psychology, tenure track, in the Behavioral and Neural Studies area. We welcome Chana to the ranks of the faculty.

Our congratulations and best wishes go to postdoctoral scholar **Rick Bevins** as he begins his new tenure-track position as assistant professor of psychology at the University of Nebraska.

Karen Yanowitz, our visiting assistant professor, has obtained a tenure-track position at Arkansas State University. A new visiting assistant professor, **Jennifer Wilson**, will be joining us this fall. Jennifer comes to us from Duke University, where she completed her internship and a postdoc. A Louisville resident, she will be providing clinical supervision in addition to covering undergraduate courses.

Martha Wetter has left the department to pursue a full-time clinical career at Comprehensive Care. We will miss the valuable services she provided the department, and we wish her all the best in her new position. A search for a new clinical faculty member will get underway during the fall semester.

David Susman, a graduate of the clinical program, was hired as the new Director of the Jesse G. Harris Psychological Services Center.

The sabbatical shuffle continues: **Mike Bardo, Bob Lorch, and Betty Lorch** have returned from their sabbaticals. **Rick Hoyle, Charley Carlson, and Tom Zentall** are on sabbaticals during the 1996-1997 academic year.

Those of you returning to Kastle Hall for nostalgic visits may find yourself confused and/or lost with our new office arrangements. The former mailroom (Kastle 115) has been moved across the hall (room 125), where Jane's office used to be. Jane and Diane are now sharing room 115; Kathleen, our administrative assistant, has moved into room 116. Lastly, Larry Hull has moved downstairs to

Kathleen's old office (room 124). There are actually several important benefits to this game of musical offices, primarily facilitating new/ revised staff responsibilities. The new arrangement will enable the staff to help each other more efficiently, and more important, it will help increase Larry's accessibility in his new role as departmental computer technician/consultant.

Faculty Notes

Ruth Baer has begun a term as Director of Clinical Training, effective January 1, 1996.

Susan Barron was awarded a grant from the National Institute of Alcohol Abuse and Alcoholism. The grant is entitled "Neonatal Ethanol Exposure and Drug Interactions," and it was funded in the amount of \$262,500 (direct costs) for a period of three years, starting 5/1/96.

Bob Lorch won a Fulbright Fellowship to travel to Finland during his sabbatical. Bob spent two months eating fish and collaborating with Jukka Hyönä on research. They studied adult readers' eye movements to learn about the strategies they use for comprehending expository text.

Ramesh Bhatt was awarded a National Science Foundation Faculty Early Career Development Program grant. The title of the grant is "Visual Perception and Memory in Infancy," and it was awarded for a four-year period with \$302,000 in direct costs.

The book, Social Conflict: Escalation, Stalemate, and Settlement, authored by Jeff Rubin, Dean Pruitt, and **Sung Hee Kim** and published in 1994 by McGraw-Hill, has been given the 1996 Best Book Award by the International Association for Conflict Management.

Tom Zentall was awarded an NIMH grant entitled "Coding Processes in Animal Memory". This grant, which will run from 9/96 to 8/99, is in the amount of \$244,670. Tom was also recently appointed to the editorial board of the Psychonomic Bulletin and Review, and he has a co-edited book entitled "Stimulus class formation in humans and animals" in press.

Tom Miller, Professor of Psychiatry and Psychology, recently received the Distinguished Service Award from the American Psychological Association in recognition for his significant contributions to veterans' health care, domestic violence, and international relations.

Graduate Student Notes

Mary Beth Diener won the APA Division 12, Section 1 Student Research Award for 1995 for her master's thesis, "The Effects of Positive Feedback on the Social Interactions of Boys with ADHD." The prize entails a \$500 cash award and the honor of presenting her paper at APA. Mary Beth faced stiff competition for this prize, as **Doug Scambler** was the first runner-up for the award.

Karyn McKenzie was hired by Georgetown College for a 9-month term as instructor which, assuming all goes well, would convert to a tenure-track assistant professor line upon completion of her degree. This represents a dream-come-true for Karyn, who appreciates greatly finding a teaching job within commuting distance of her husband's work.

Lynne Trench won a highly competitive University Dissertation Fellowship Award in the amount of

\$10,000. Her dissertation will investigate the effects of developmental exposure to alcohol and cocaine on the stress response of rats. She is second author on two publications in the last year, which appeared in Behavioral Brain Research and Pharmacology, Biochemistry, and Behavior. In addition, her master's thesis has recently been accepted for publication by Neurotoxicology and Teratology.

Russ Brown is first author on a manuscript appearing in Developmental Psychobiology and third author on a manuscript in press at Animal Learning and Behavior.

Doug Scambler and **Cynthia Hartung** have made the latest contribution to the baby boomlet in Kastle Hall with the birth of their daughter, Billie Hartung Scambler, on May 28th, 1996. Those of you who are unfortunately unable to see this baby in person will have to take it from us that Billie has the most spectacular lead of long, dark hair you're ever likely to see in a newborn.

Derek Campbell and John Ranseen have been awarded a one-year grant in the amount of \$29,351 from the Kentucky Spinal Cord and Head Injury Research Board to study personality functioning following traumatic head injury. Derek is also second author on an article in the February issue of The Bar Examiner entitled "Adult Attention Deficit Disorder: Current Concepts and Controversies."

Mark Whatley is getting married this fall to Stacey Ann Wagner, a UK graduate.

Two BANS students have recently graduated and obtained tenure-track academic positions: **Lou Sherburne** at Wabash College and **Karen Roper** at the University of Wisconsin at Eau Claire.

Three Psych Departments Lose Friend and Colleague

Dr. James S. Miller, a 1987 Ph.D. of U.K.'s Behavioral and Neural Studies Program (BANS), died at the age of 38 on August 19, 1996. Apparently he suffered a heart attack while driving near his home in Edinboro, PA. At the time of his death, Jim was a tenured full professor in psychology at Edinboro University of Pennsylvania (EUP). In only five years Jim progressed from the rank of assistant professor to full professor, the shortest time allowable for such promotion. He is survived by his parents, two brothers, his wife (since 1986), Dr. Joyce Jagielo, and his two children, Gregory Peter Jagielo-Miller and Julia Elaine Jagielo-Miller. Joyce also is a UK-BANS Program Ph.D. and is a faculty member of the EUP Psychology Department. She and the children reside at 128 Harrison Drive, Edinboro, PA 16412.

Before coming to U.K. in 1981, Jim earned his B.A. in psychology at Benedictine College, Atchison, Kansas, where he had worked with Dr. Gary Nallan. As a former BANS Program Ph.D., Gary encouraged Jim to consider the program. His collaboration with Gary produced Jim's first two publications. Then as a graduate student, Jim worked at various times with each of the BANS faculty (McCoy, Nonneman, Bardo, Zentall, and Zolman). He published at least one paper from his research in each lab. From 1987-1990 Jim worked with Dr. "Skip" Spear at the Center for Developmental Psychobiology at SUNY-Binghamton, producing a research collaboration that continued

until Jim's death. In all, Jim had 35 publications in refereed publications and another 35 presentations at professional meetings.

Though Jim loved research, he was also an excellent teacher. Dr. Jack Culbertson, Chairman of the EUP Psychology Department, stated, "Someone who is that accomplished as a researcher is often over the heads of students, but Jim was not at all arrogant, was friendly, and students loved him." (Aug. 30 EUP Spectator) In recognition of Jim Miller's teaching and in his honor, the President of EUP has created an annual teaching improvement colloquium.

Those of us who knew Jim as a graduate student will always remember him as a avid sports fan, especially for his beloved Nebraska Cornhuskers. In more recent years he showed equal passion for his Harley-Davidson motorcycle. It fit him. Those of us who knew Jim well also will remember him as a great and loyal friend. He was very giving of himself, his talent, and his sense of humor. He drew others to himself. He was fun to be with. God knows how we are going to miss him.

Art Nonneman

Where are they now?

Welcome to the newest addition to Kastle Watch. In this column, we will print brief notes about where our alumni have settled and what they are up to these days--think of it as a mini-reunion without the travel expense and hangover. We'll try to print as many profiles as we can each issue. In the long run, the success of this column depends on your willingness to send in a short summary of where you are and

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.

Jerry Hauselt, Ph.D. 1993, Cognitive and Developmental Studies, is currently an Assistant Professor at Southern Connecticut University in the Department of Psychology. He and his wife, Suzanne, have a son, William, born October 9th, 1995. Departmental parties just haven't been the same since Jerry left, and we can only hope that he is continuing to entertain his colleagues at SCU with interpretive renderings of "Salsbury Hill" and "Bohemian Rhapsody."

Gary B. Nallan, Ph.D. 1979, Behavioral and Neural Studies (though called "Learning and Physiological" back then), taught at Benedictine College in Atchison, Kansas, from 1979 to 1988. In 1988 he moved to his present position at the University of North Carolina at Asheville. UNC-Asheville is a liberal arts, undergraduate institution that is one of the 16 public universities in North Carolina. The psychology major is very popular at UNC-Asheville, second only to management. Gary notes that another UK alumni, **Melissa Himelein**, is also a professor in the department at UNC-Asheville. Melissa, a Ph.D. graduate of the clinical program, joined the faculty in 1992. Gary's e-mail address is nallan@unca.edu.

Gregory D. Morrow, Ph.D. 1988, Social, took a 2-year postdoctoral position at Memphis State University, following which he taught at Ball State University. After one year there, he obtained a tenure-track position at Edinboro University of Pennsylvania, where he is now. Last year he was promoted to associate professor and is up for tenure this year. Edinboro

University is geared toward undergraduate teaching, and Greg teaches four courses per semester, although he manages to find time to keep active in research. Last August he had an article on love appear in the Journal of Social and Personal Relationships. Edinboro U. could well be called a branch campus of UK. In addition to Greg, there are two other UK psychology alumni on the faculty: **Charlie Edwards and Joyce Jagielo**, both of whom got their degrees from the BANS area. Greg's e-mail address is Morrow@Edinboro.edu.

Jan Willer, Ph.D. Clinical, is working at the West Side VA in Chicago. She has been appointed the Director of Training for their APA accredited internship. She recently published a brief report with her colleague, Linda Grossman, in Psychiatric Services, on mental health care needs of female veterans.

Katherine Hamilton, Ph.D. 1988, completed an internship in 1985 at Didi Hirsch Community Mental Health Center in Los Angeles, and then worked for Catholic Charities during and after the completion of her dissertation in 1988. In 1992, Kathy left Catholic Charities to join La Mer Medical Group, a multidisciplinary mental health group, where she is currently Director of Psychological Services. Most of her time involves the direct provision of psychotherapy services, both inpatient and outpatient. She also remains active as a member and past-president of the Ventura County Child Abuse Council. She married Curtis Gostanian in 1989 and gave birth to a beautiful son, Christopher Craig Gostanian, in 1991. She'd love to hear from friends and acquaintances; you can reach her at La Mer Medical Group, 941 West Seventh Street, Oxnard, CA 93030, (805) 487-7716.

Lost Letter Department, or Do You know Where Waldo Is?

We are trying to locate the current mailing addresses of some of our alumni. If you know where any of the following people can be located, we would appreciate greatly if you would drop a line (or have them do so) with their address to Shirley Jacobs, Department of Psychology, University of Kentucky, Lexington, KY, 40506-0044. You can fax us the information (606) 323-1979 if you wish instead or send it to Shirley via e-mail (jacobs@pop.uky.edu). If we cannot find the correct addresses for these people, they will not be able to receive issues of Kastle Watch of their own, and that would truly be a tragedy: **Karel Banks, Virginia High-Brislin, Thelma E. Brown, Robert L. Cannon, Steve Curtis, Rochelle Glick, Charley Goodlett, David D. Lanier, Dennis J. McFarland, Vincent Nerviano, James Waller, and Robert I. Williams, Steve Kaiser.**

Enrichment Fund

Since the conception of the Psychology Enrichment Fund in the summer of 1991, the Department has benefited 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.