Robert Bjork is President-Elect of APS

Eugene Borgida, Rochel Gelman join Board, Roberta Klatzky is Treasurer and Stephen Tiffany is Secretary

Like a fine French wine, APS continues to get better with age. As APS heads into its second decade, it will do so under the leadership of some of psychological science’s finest.

Leading APS into the new millennium will be Robert A. Bjork, of the University of California-Los Angeles (UCLA), as president-elect; Eugene Borgida, of the University of Minnesota, and Rochel Gelman, of UCLA, as Board members; Stephen Tiffany, of Purdue University, as secretary; and Roberta Klatzky, of Carnegie Mellon University (CMU) as treasurer.

“I am looking forward to working with our new Board members to continue and even increase our momentum in support of psychological science,” said APS Executive Director Alan G. Kraut.

“I am very excited about being president-elect,” said Bjork, who is no newcomer to the APS Board. He previously served as a member from 1995-1998.

“Because of what APS stands for, and what it has already achieved, I feel like I am joining a set of people who started something very important,” he said. “APS has a critical role to play, not only in supporting psychological science, but also in giving that science away. I hope I can contribute to each of those important goals in some significant way.”

While in office, Bjork has a number of things he would like to accomplish.

“Owing to the vision and effort of many individuals, APS has succeeded beyond what most of us could have hoped at the time of its launching. As I see it, APS is now positioned for a second stage that involves new and ambitious initiatives. There are abundant opportunities, some in concert with other organizations, to support applied as well as basic psychological science in innovative ways, and to disseminate our findings to the public and to decision makers in government and elsewhere.

“The Society’s new publishing initiative, Psychological Science in the Public Interest (PSPI), is a wonderful example of such an initiative,” said Bjork, who co-chairs the PSPI committee with former Board Member Stephen Ceci. “If PSPI can play out as we envision, I think we...”

Making the Grade

APS Member inspires economically challenged high school students to succeed

Perth Amboy High School, 20 miles south of Newark, New Jersey, is no Beverly Hills (90210) High School. Nor is everyday life at the school a scene from the waters of Dawson’s Creek. Students here do not worry about where to go in their cars (virtually no students drive cars to school), which clothes are the most fashionable, or which concert they would like to go to that weekend. Students at Perth Amboy, an urban school where English is a second language for over 60 percent of the students, are more concerned with balancing the many hours they work jobs with their school work, and whether they will be able to afford to go to college when the time comes.

Teachers at Perth Amboy—one of 28 “special needs” school districts in the state of New Jersey—also have their work cut out for them. They must work hard in this environment as they try to get many of their students—most who are from low income families—to stay away from bad influences, to stay in school, and to make sure that they pass basic skills tests.

But APS Member Alan Feldman, or “Mr. Fel” as he is called by many of his students, ...
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September 1999
Subdisciplines in their Interactions

Elizabeth D. Capaldi
APS President

Consider the following:

- Most psychologists read only journals in their sub-specialty of psychology;
- Psychologists are employed in many departments on university campuses, not just psychology departments;
- Most psychologists attend psychology meetings only in their subdiscipline and often attend meetings that are not of psychologists (neuroscience, decision and information science).

Are these strengths or weaknesses of our field? They can be viewed as strengths because psychology has relevance to any field that involves behavior, so we are useful in lots of different fields. But this can be a weakness if we don't bring this interaction with other fields back to the discipline of psychology itself.

Many of us older folk were educated believing in big theories and scientific explanations that would be applied throughout all of psychology. Neil Miller took learning theory and used it in clinical work. Social learning theory was crucial in developmental and social psychology. Now we are in the era of smaller, more localized theories, and research.

What happened? It is hard to say, but we can cite some factors that influenced the field.

Cognitive psychology led to a focus on human and not animal models, and cognitive, not social or affective factors. Research proceeded in these other areas, but on parallel, not integrated courses. Many believed animal work had no relevance any more. Computer searches were invented, leading young scholars to believe the world began in 1975 when most computer searches begin. Tenure and promotion became more difficult, and academic jobs became scarcer. Grants became more difficult to obtain, so faculty became focused on the behaviors that lead to success—publications and that hard-to-get grant. This narrowed the focus.

Picking too broad a topic means too much to read, too much work to do to produce a publication. In my own field of taste aversion, learning was popular in part and (only in part) because a taste aversion experiment can be completed in a few days. Journals proliferated and they became narrower and narrower, and more and more expensive. All these factors led to fractionation of the field. But now, things could very well be changing back. The Internet is free and journals are increasingly available on the net.

And APS is here.

APS was created in part so that we could interact in one place. Many topics are common across disciplines, and many problems are being worked on simultaneously in all fields of psychology. APS is a place to hear about this work, and to meet those who are doing it. Our journals, Current Directions in Psychological Science and Psychological Science, cross the borders of our subdisciplines, and have the very best work. Summit meetings organized by APS have brought together all the various sub-groups to meet in one place to discuss issues that are common to all psychologists.

Teaching is an area where breadth has survived better than in research. If you teach undergraduates, you need to have a broad perspective and know and present information outside your own field. For this reason the teaching of psychology has always been important to APS. Current Directions helps you learn what is going on outside your own field. The Teaching Institute that precedes the APS Convention does more to help in the teaching domain.

During the course of this year, I hope to continue APS's goal of bringing psychologists together, so that the power of our subdisciplines can be felt in their interaction. I am interested in ideas from APS members that will facilitate our work in this direction. I firmly believe psychology is one field, not many, and that there is strength in our diversity and relevance to other fields, strength that we could benefit from more by interacting with each other more, something we can do through APS.

The 12th Annual Convention of the American Psychological Society
June 8-11, 2000 • Miami Beach, Florida

KEYNOTE ADDRESS
Daniel Schacter
Harvard University
The Seven Sins of Memory: Vices or Virtues?

BRING THE FAMILY ADDRESS
Alan E. Kazdin
Yale University
Treatment of Antisocial Children: Science's Contributions and Limitations

PRESIDENTIAL SYMPOSIUM • THE PSYCHOLOGY OF EATING
Chair: Elizabeth D. Capaldi, University of Florida
Paul Rozin, University of Pennsylvania
Thinking About Food, Enjoying Food, and Worrying About Food: A Socio-Cultural Perspective
Steve Woods, University of Cincinnati Medical Center
The Psychobiology of Energy Homeostasis
Linda Bartoshuk, Yale University
Listening to Patients: What Experiments of Nature can Tell us About Taste
Nominations for Fellows

Purpose
Fellowship status is awarded to APS Members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, and/or application. Although Fellow status is typically awarded for one’s scientific contributions, it may also be awarded for exceptional contributions to the field through the development of research opportunities and settings. Candidates will be considered after 10-15 years of postdoctoral contribution, though exceptional candidates with fewer years will be considered.

Nomination Requirements
Fellowship nominees must be an APS Member. Nominators must supply the following documents to the APS Membership Committee:
1) A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions.
2) The candidate’s current Curriculum Vita.
3) Letter of support from three outstanding contributors to the field of scientific psychology familiar with the nominee’s work, one of whom must be an APS Fellow.

Review and approval of nominations
Nominations may be submitted at any time. Fellowships nominations are reviewed by a Subcommittee consisting of APS Fellows from diverse areas within psychological science. The Subcommittee, which is appointed by the APS Board of Directors, makes recommendations to the Board concerning Fellowship status for nominees. The Board votes on the Subcommittee’s recommendations twice a year, at its regularly scheduled convention and winter meetings.

Deadline for Fall review is November 2, 1999!

Fellowship Nomination
I would like to nominate:

In support of this nomination I have enclosed the following:

◆ Letter of nomination
◆ Nominee’s Curriculum vita
◆ Supporting letters from 3 colleagues, one of whom is an APS Fellow

(your signature)

(printed name)

(address)

(telephone, email)

Mail to:
APS Membership Committee, Attn: Vanessa Ellis, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907

Nominations Deadline: November 2, 1999
Supporting Materials Deadline: December 1, 1999
Winner Announcement: Fall of 2000

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The Nomination Process
The University invites nominations from throughout the world by individuals, professional associations, university presidents and administrators, or publishers or editors of journals and books in Psychology.

The Nominator Must Submit the Following:
A one to two page letter of nomination in English identifying the specific idea or achievement being nominated and detailing the reasons why the entry merits the award. Please provide complete bibliographic references if possible.
A current mailing address, telephone number, fax number and e-mail address for the nominee.

The Selection Process
Upon receipt of a letter of nomination, the nominee will be notified of his or her nomination and shown a Nomination Form explaining the award. The winner will be selected by an outline of the selection process will be sent to

Mail to:
APS Observer
American Psychological Society

September 1999
Cast Your Vote on the APS Name!

Would the mission, members, and meaning of APS be better served as the Association for Psychological Science?

At the direction of the APS Board, all members will receive a ballot this month on which they will cast their vote on whether APS should remain the American Psychological Society or instead become the Association for Psychological Science.

The name of APS has been discussed almost since APS was established. The most recent discussion was prompted by a letter from APS Fellow Carol Tavris suggesting it was time for a name change. A February Observer article soliciting member views netted more than 50 letters on the subject. Ballots were sent out in late August and are due back to the APS office by September 30th. According to the bylaws of the Society, two-thirds of those responding would have to be in favor of the change in order to make it a reality. Should the membership endorse the name change, it will take effect in 2000.

To Change . . .

When APS gets more than 50 letters regarding a topic, it is the responsibility of the Board to take notice and this past spring, as you saw in the past few issues of the Observer, APS members had a lot to say on the topic of changing the name of APS from the American Psychological Society to the Association for Psychological Science.

At its meeting in June, noting the overwhelmingly positive response to the idea of a change, the APS Board endorsed sending the change to the APS membership for vote where a two-thirds majority vote would make it a reality. Members should receive ballots this month and we encourage everyone to cast their vote. Here I will present some of the arguments the Board has heard and read in favor of changing the name of APS.

Clarify the Focus

The name “Association for Psychological Science” says exactly what it is that APS stands for: to promote, protect, and advance the interests of scientifically oriented psychology in research, application, and the improvement of human welfare. In addition, by putting the words “psychological science” in the name, it also reaffirms to the often unaware public that there is a science to psychology while emphasizing the organization’s commitment to scientific research and the ‘giving away’ of it. And the change won’t stop anyone who just wants to refer to us as APS.

Eliminate Confusion

The similarity of the current APS name with that of the American Psychological Association causes much confusion in and out of the field. For those outside of the field, the distinction is one without a difference. To borrow an example from my colleague Carol Tavris, who proposed the change, if there was an American Medical Association and an American Medical Society, what possible difference could the public see in them? Even within our own field, there is often unintentional confusion between the two organizations. On a daily basis, the APS office receives a number of calls intended for APA and, in renewing their dues, some APS members have actually made their APS dues checks out to APA.

International Appeal

By taking the word “American” out of the name of the organization, APS may broaden its appeal to international scientists. APS’s current international audience numbers less than 1,000, but we expect that there are many more psychologists outside of the United States who would be interested in the benefits and representation APS has to offer.

APS is now entering its second decade and it is time to think big about the direction we want the organization to take—in its activities, advocacy, publications, and direction. Perhaps that includes welcoming a new name, the Association for Psychological Science, that better reflects all these things. That is up to the members now to decide. Please cast your votes and mail your ballots back to APS by September 30th. The results will be announced later this fall.

Elizabeth Loftus
Past President, American Psychological Society

. . . Or Not To Change

I am writing in opposition to the proposal that APS change its name. Learning of the proposal put me in mind of that old comment by Noam Chomsky, who wrote of “political science” (he might have had “cognitive science” in mind as well), that the first sign that a discipline isn’t scientific is that it calls itself a science.

Psychology is a science. There is no non-scientific psychology. There may be non-science psychotherapy practiced by non-scientific psychotherapists, but there is no non-scientific psychology, because psychology is science by definition. APS is a society of psychologists, in the same way that the American Physical Society is a society of physicists and the American Chemical Society is a society of chemists.

Of course, there are two different organizations claiming the label “psychological,” the APA and APS. This does indeed cause confusion, but this confusion will not be remedied by changing our name to the Association for Psychological Science.

Anyone who wants to clarify the differences between the APA and the APS should be told that APS is an association exclusively for scientists, including science-oriented clinical practitioners, while APA also emphasizes the guild interests of psychologists in professional practice—interests which sometimes conflict with those of scientists. APS represents no guild interests (and if it did there would no longer be any difference between it and APA).

Some supporters of the proposal have drawn an analogy between the APA and the AMA. However, the analogy strikes me as inappropriate. Medicine is a (science-based) profession, not a science. There is no confusion in anyone’s mind between AMA as a professional guild and the scientific societies in biology, genetics, pharmacology, etc. which promote basic and applied science as their exclusive activities.

Other supporters have objected to the term “American,” on the grounds that it seems to exclude our Canadian and Latin American colleagues. But then again, Canada is part of North America, and Latin America is in the Americas as well. We are not talking about the “United States Psychological Society” here.

But even if we were, I suspect that the vast majority of members joined APS because they wanted a professional organization that would focus its activities, including its advocacy activities in Washington, DC, exclusively on science and scientific issues. Within psychology, the various national organizations are set up to look to their own national policy interests. APS was convened because many of us had doubts about APA’s effectiveness in this regard, by virtue of the conflict between scientific and guild interests alluded to above.

Psychology is already effectively organized at the international level by the International Union of Psychological Sciences, Pan-American Psychological Association, and the like. There is no reason for APS to play this role, except as a contributing member.

The American Psychological Society is a fine name, and it has a fine ring to it. There is no reason to change our name to the Association for Psychological Science. By the way, there is no contradiction between my views and my editorship of a journal called Psychological Science (PS). In my view, the title of PS is play on words: PS is expressly modeled on the journal Science, which for some reason publishes relatively little psychology. As such, “We publish the psychology that Science should be publishing.”

John Kihlstrom
Editor, Psychological Science

September 1999
Letters to the Editor

MORE ON THE NAME CHANGE

Editor:

I think that changing the name of APS to Association for Psychological Science is a terrific and long overdue idea. It is critical for us to raise the level of public awareness of psychology as a scientific discipline. Too few people even know that there is such a thing as research psychology, as opposed to clinical psychology.

If we hope to continue to be able to do important basic psychological research, we must try to first make it clear to the public what we do, second, try to persuade them of the value of our efforts, and third, educate people so that they think critically about news stories reporting either a breakthrough study proving something or our tax dollars being wasted by the ivory tower intellectual elite on frivolous research projects.

SUSAN RUBIN

Editor:

To me the issue is simple. We need to make it easy for folks to see that what we do and represent at APS is science. To most people, we may look just like a disgruntled smaller version of the APA. I suspect that is true. What do your neighbors think you do when you tell them that you work with psychologists? At many major universities the word psychology is fading. As you know, cognitive science, cognitive neuroscience, and just plain neuroscience is what many psychological scientists do, and those are the terms that they use to describe their work and to refer to themselves. I also like the parallel use of words that end in science.

We need to send a strong message. Otherwise we will continue to be seen by many if not most as the little sibling of the APA. The only argument against a change, that I can see, is that APS is now well established and if it ain't broke... As a term referring to science, I think that the word psychology is or soon will be lost in history. It has been preempted by practitioners who have their own society, the APA.

JAMES L. McGAUGH
UNIVERSITY OF CALIFORNIA-IRVINE

Editor:

I'm a bit disappointed that there is such a vote but organizations have to follow their own course once launched. The strand that leads to this end was present at the beginning but it was not so dominant. Most of the original crew that started APS thought we were the legitimate core of all of psychology so the broader name captured our broader mission.

I am worried that the public perception of APS increasingly seems to be that it represents the academic/research subsection of psychology, not an approach to the entire field in all of its aspects (including not just academic areas but also actual clinical practice, social issues, health policy, and so on).

This name change will unfortunately feed that perception. I'm sure APA will be very happy. The broader name challenged APA's claim to represent all of psychology. The name change may make it seem that APS is only for hard core researchers—APA gets everything and everyone else.

To my eye this represents a historic opportunity missed. APS should be fighting for scientific values in all areas of psychology. When an "expert" psychologist testifies on the basis of unreliable tests, APS should be there fighting back. When clients receive seat-of-the-pants therapy rather than empirically supported treatment, APS should be there fighting back. I worry that APS may be retreating into a comfortable, non-controversial role as the science guild, more concerned with the NIH budget than the crimes done against human beings in the name of "psychology."

If this name change means a step in that direction, I'm against it. In the world of public perception, it almost certainly will be seen that way.

STEVEN C. HAYES
UNIVERSITY OF NEVADA
(Hayes chaired the organizing committee that led to APS and served as the first Secretary-Treasurer of the Society.)

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September 1999
Congressional Behavioral Science Champion Rep. George Brown Dies at 79

Research psychologists lost a friend and advocate in Congress with the death of Rep. George E. Brown, Jr. (D-CA) this summer. The affable Brown was science’s elder statesman and its most visible supporter on Capitol Hill, where he wielded enormous power as chair of the House Science Committee (a position he held from 1990 until 1994 when the Republicans became the majority party in the U.S. House of Representatives) and then as the ranking Democrat on the panel.

Brown is best known among psychological scientists as a strong supporter of increased funding for behavioral and social science at the National Science Foundation (NSF) and other federal science agencies. Among other things, Brown was instrumental in the establishment of a separate directorate for behavioral and social science research at NSF.

Along with former Rep. Doug Walgren (D-PA), then-Chairman Brown co-sponsored legislation in the House to create the directorate. In a statement accompanying the bill, the Behavioral and Social Science Directorate Act, Brown said that, “the NSF as a whole has enjoyed a relatively large increase in funding over the past decade, and should be a strong source of support for behavioral and social science research. However, rather than sharing in the Foundation’s good fortune, these areas of science have been languishing.”

Requisite Understanding

Brown was convinced that the separate directorate was an important first step in putting behavioral and social science on an equal footing with other sciences at NSF.

“I have come to believe that it is the result of a structural problem within NSF. These programs are housed administratively within the Biological, Behavioral and Social Science Directorate—which has always been headed by a biologist—and as a consequence, those within the highest levels of NSF, who speak for the behavioral and social sciences, are not from those disciplines, and do not have the requisite understanding of them,” he said.

APS worked closely with Brown and Walgren in the development of their legislation, which along with a companion bill in the Senate was a major political catalyst for the new directorate. They continued the pressure with a follow-up letter to NSF to make sure a directorate task force looked at ways to address “the persistent inequities in funding which have characterized the NSF’s treatment of behavioral and social sciences for at least a decade.” Ultimately, the task force recommended in favor of a reorganization.

Most recently, Brown was leading the fight against proposed regulations that would allow public access to federally-funded research data through the Freedom of Information Act (FOIA). [Additional background is available on the APS Website www.psychologicalscience.org. Also see APS’s comments opposing the regulations in the April 1999 Observer.]

The Brain in the Machine

In January 1993, the APS Observer published “The Brain in the Machine,” a column by Brown in which he decried society’s preference for technological solutions to behavioral issues. “The history of technology development teaches us that humankind often uses innovation to mitigate the consequences of its own behavior,” he wrote.

But, he noted, technology hasn’t been enough to overcome many problems: “In the past 50 years we have created an astonishing array of science-based technologies that could, in principle, solve most of the major problems facing humankind (e.g. hunger, overpopulation, degradation of the earth’s atmosphere, infant mortality, childhood diseases). Yet these problems persist, and in many areas of the world they grow worse,” wrote Brown.

“The unwillingness of a culture...to adopt a given innovation is too

The Society for Research in Child Development (SRCD)
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The Society for Research in Child Development (SRCD), a multidisciplinary, international professional association of 5,000 members, promotes interdisciplinary human development research, fosters an information exchange among scientists and other professionals, and encourages application of research findings. SRCD hosts a biennial meeting and sponsors these publications: Child Development, Monographs of SRCD, Child Development Abstracts and Bibliography, Social Policy Report, and a newsletter.

For further information, please visit the website at www.srcd.org or contact Thelma Tucker (Tel: 734-998-6524; email tetucker@umich.edu).
Psychologists Help National Institute of Justice Shape Federal Response to Crime

Recent events such as the Columbine shootings, ethnic- and race-related hate crimes both in the United States and Kosovo, the looting, arson, and mayhem at this summer’s Woodstock, and the deadly office rampage in Atlanta in July have brought issues of violence, criminal behavior, delinquency, crime prevention, and drug abuse to the forefront of the nation’s conscience. All are important areas where behavioral science is concerned and where psychological research has much to offer, and all are primary areas of interest for the National Institute of Justice (NIJ).

“Psychology is a critical discipline for NIJ in that it is very important to the study of crime in both the developmental sense and in understanding interventions,” said Christy Visher, science advisor to the Director of NIJ. “However, many psychologists may not realize that we are doing research on a broad range of topics such as child abuse and neglect, delinquency, youth gangs, sex offenders, and criminality, for example. In addition, psychologists are keenly involved in risk assessment for interventions, correctional placement, police officer stress, and juvenile offenders. We strive to maintain a balanced portfolio of basic and applied research that has policy implications where crime and justice are concerned.”

In fact, behavioral research has become more centrally involved at NIJ since the Violent Crime Control and Law Enforcement Act of 1994 (known more commonly as the Crime Act) allowed NIJ to expand its initiatives in areas such as community policing, drug use and, most notably, in the causes, treatment, and prevention of violence against women and within the family.

“The violence against women portfolio will continue to be an important one for NIJ,” said Visher. “While our overall funding situation is a little bit uncertain at present because our FY 2000 appropriations is not yet known, I can safely say that the violence against women agenda is going to be very important in the coming year. In our general portfolio, there are several areas that I would consider emerging areas of interest at NIJ in which behavioral research is important: stress on law enforcement and corrections officers, substance abuse, sex offenders, and mental health of offenders and victims, an area that is of serious interest to the Attorney General.”

Interdisciplinary Research Portfolio

NIJ, a component of the Office of Justice Programs, is the research agency of the U.S. Department of Justice. The agency was created by the Omnibus Crime Control and Safe Streets Act of 1968 and is authorized to support research, evaluation and demonstration programs, development of technology, and both national and international information dissemination regarding criminal justice, crime prevention and reduction, and criminal behavior.

The agency is organized into four offices:

1. The Office of the Director sets NIJ policy, shapes its efforts, directs its research and development agenda, and guides its direction. In addition, it identifies priorities, oversees management, and initiatives and fosters collaboration with other federal agencies and private foundations.

2. The Office of Development and Communications seeks promising ideas and practices and brings them to the attention of the field. It also implements demonstrations of innovative approaches and conducts studies of pressing operational issues. The office disseminates information about research findings and new technologies.

3. The Office of Science and Technology provides Federal, State, and local law enforcement and corrections agencies access to available technologies and helps them develop capabilities essential to improving efficient and effective use.

4. The Office of Research and Evaluation (probably of most interest to behavioral researchers) develops, conducts, directs, and supervises comprehensive research and evaluation activities through extramural and intramural research that cuts across a wide array of topics including violence, drug abuse, criminal behavior, organized crime, gangs, corrections, prosecution, sentencing, victimization, policing, drug testing, crime prevention, and crime mapping.

“We have a smaller funding base than, for example, NIH, and, in one sense, we have a very specialized portfolio in that we support research on crime and justice,” said Visher. “In another sense, our portfolio is very diverse in that it ranges from very basic kinds of research—such as developmental studies of violence against women and of delinquency—through applied research, such as organizational management of police departments. So NIJ covers a wide range of topics like NIH, but unlike NIH, we have a central focus on issues of crime and justice.”

Funding at NIJ has increased significantly in recent years since the passage of the Crime Act. Fiscal Year 1998 saw $153.5 million in...
Enns Joins *Psych Sci* Editorial Helm

Incoming *Psychological Science* Editor Sam Glucksberg has named James Enns of the University of British Columbia an Associate Editor for the journal.

Enns received a PhD in Psychology from Princeton University (1984) and a BA Honours from the University of Winnipeg (1980). He is presently a Professor at the University of British Columbia, serving in both the Department of Psychology and the Graduate Program in Neuroscience.


Glucksberg called Enns, who joins Ohio State's Gifford Weary as an associate editor, one of the finest researchers in attention and perception and conversant with contemporary work in cognitive neuroscience, including neuroimaging. Enns took a few minutes recently to talk to the Observer about his new responsibilities.

**OBSERVER**: What will be your duties and responsibilities where *Psychological Science* is concerned?

**ENNS**: My primary responsibility will be to shepherd the review process for submissions to *Psychological Science* that are concerned with cognitive neuroscience, attention, and perception. In my view, these areas are at the confluence of very exciting new developments in our understanding of the brain and how it guides behavior. Brain imaging techniques are revolutionizing the way we study formerly “hidden” mental processes such as consciousness.

The centrality of “attention” to all cognition and perception seems to become more apparent with every study (by attention I am referring to the coordination and control of widely separated brain regions that work together in task performance).

Finally, there have been exciting new developments in the way we can study the active construction processes that the brain uses to permit us to see, hear, and touch.

**OBSERVER**: How would you characterize *Psychological Science*? What are its strengths?

**ENNS**: Two features of *Psychological Science* caused it to immediately leap to the center of my consciousness when it first appeared about 10 years ago: (1) the short, original, ground-breaking articles in my field and (2) that the articles are written for a wide general readership of psychological researchers.

At the time, there was nothing like it. These same features are, in my opinion, what have caused *Psychological Science* to quickly become a leading journal in behavioral and psychological research.

One brief example of how well *Psychological Science* has fulfilled its mission: it is possible to teach a cutting-edge upper-level undergraduate course in perception and cognition by using a previous year’s volume of *Psychological Science* as the entry-level textbook to the field.

**OBSERVER**: What do you hope to contribute? What are your goals where the journal is concerned?

**ENNS**: It is my goal to have *Psychological Science* be the premier showcase for the latest developments in cognitive neuroscience, attention, and perception.

Building on my own background in textbook authoring and research, I think I can contribute to this goal by selecting reviewers for articles that are leaders in the field, and by helping authors find the appropriate level to communicate their findings to the wide audience of *Psychological Science*.

**OBSERVER**: What are your own research interests?

**ENNS**: A central focus of my research has been the role of attention in perception. This has included studies of how perception and attention change with development; how the visual world is represented outside the focus of attention; how attention changes the perceptions that form the basis for consciousness, how attention varies in special populations (dyslexia, split-brains, athletes, autism) and how visual displays can be designed for the computer so that scientists can rapidly see relationships in large databases.

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5) Select the article you wish to read. You will then see the abstract for that article. Select Document Availability. You will need Adobe Acrobat to view the article, which is in PDF format. Select Deliver Document to open the article.

The password for access will change as of January 2000. All paid APS Members will receive the new password.

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Teaching With Original Sources

Philip Banyard and Andrew Grayson
The Nottingham Trent University, UK

Why use key studies in teaching?
To us, the answer is obvious, but we will make the case because we have often found colleagues who do not understand why we should teach from primary research, and some who even oppose it vigorously.

We believe the main reasons for using primary research studies in teaching are:
- It shows students the quality of the basic evidence in psychology.
- It demystifies the subject and shows students they do not always need an interpreter (textbook) to read psychology.
- It presents first hand accounts of methodology.
- It encourages critical thinking because students have real evidence to evaluate. When they read summaries of research in a text it is often difficult to evaluate the evidence because there is not enough detail. On the other hand, when they read the primary research, they are able to criticize the way it was conducted or the conclusions, and so on.
- It avoids the psychological myths that grow up around some prominent studies. A famous example is the Little Albert study by Watson and Rayner (1920) which is incorrectly reported in many texts.
- Students have to read research papers eventually, so why not start them off straight away in a learning context which helps develop the necessary skills?
- And finally, but perhaps most importantly for teachers, students enjoy them.

All these points make us believe that using primary research is the very best way (if not the only way) to teach introductory courses (defined as the first undergraduate course in a subdiscipline area such as social, developmental, or abnormal). What we don’t understand is why some of our colleagues challenge the academic rigor of this approach. Still, we are able to deal with them in the time honored traditions of British academia by nodding sagely, murmuring sweetly, stroking our chins, and then ignoring them completely. American teachers spending time over here should bear this technique in mind.

Choosing the Studies
Any psychologists choosing a number of studies for a course will come up with different lists. The issue is not which are the most important, but which studies will bring the most educational value to your course. When choosing a study we can consider a number of questions.

Does it Have Star Quality?
The study has to have that something extra, which we call star quality. Sometimes studies are referred to as sexy or are said to have charisma. Whatever you call it, the study has to have that indefinable extra edge. Star quality is difficult to define and to predict in a research study. As a teacher, it is difficult to read the study with the eyes of a student and anticipate their response to it.

Some studies in psychology have obvious star quality including the classic studies of social psychology such as Milgram’s obedience studies, Zimbardo’s prison simulation (Haney, Banks, & Zimbardo, 1973) and Sherif’s ethnocentrism studies (1956) with the boys’ camps. We would also add, perhaps more controversially, the case studies of Freud. Our favorite is the study of Little Hans which is always engaging for students even though many will dismiss the conclusions out of hand. It is also very funny.

Does it Stimulate Students’ Questions?
One of the aims of education is to interest and engage students so that they want to find out more. An example of a study that inevitably provokes questions is the multiple personality study of Thigpen and Cleckley (the Three Faces of Eve). You can’t help but think about whether this woman really had a multiple personality, and what this means. What is a single personality? And, what is the difference between having different sides to your personality and having a multiple personality?

Many studies take a lot of time and effort to state the startlingly obvious. For example, some memory studies say it is easier to remember meaningful than meaningless material. If students find this kind of research interesting or provocative, we suggest they need urgent medical help. For the majority, it is important to choose studies that are provocative and do not produce a so what? response.

Does it Stimulate Ideas for Practical Work?
One of the basic features of a scientific subject is that the material generates research questions. Reading primary research can encourage students to design empirical work which addresses their own research questions or tests their own hypotheses. Of course, there are problems with encouraging this. Not the least of these is the controversial ethical nature of many of the most interesting studies in psychology. We are alarmed at the number of students who have acted out assaults or feigned heart attacks in public (after Piliavin, Rodin and Piliavin’s subway study, for example), or humiliated people in group pressure studies (after Asch, for example), or offended shoppers with obscene words in perceptual defense studies, or shown their young nephews and nieces violent videos to observe their aggressive response (after Bandura, Ross and Ross,
for example). The list of horrors is endless.

**Does it Raise Contemporary Issues?**

There is a trend in psychology to quote the most up-to-date study as if this represents the most accurate description of a particular topic. An alternative view says recent studies have not yet been subjected to the same level of scrutiny, replication and verification. We tend to prefer studies that have stood the test of time and still have something to say to people today.

The studies of Milgram (on obedience) and Zimbardo (on the prison simulation) tell us something about our behavior today even though they were conducted a generation ago. We also believe that the work of British psychologist Frederick Bartlett on remembering offers insights that are relevant today and act as a useful balance to the mechanistic mayhem of the information processing approach that still dominates discussions of memory in introductory texts. The famous Bobo doll study by Bandura, Ross and Ross is still heavily cited and contributes to our discussions of the effects of television on young people. All of these examples are at least thirty years old but still contribute to contemporary debates.

**Do the Studies Illustrate a Range of Psychological Methods?**

As well as considering the features of individual studies, we need to look at the whole program to achieve a certain balance. It is important to show students just how wide our sources of evidence are, and also to allow them to weigh the relative merits of one method over another. In memory research, for example, methodologies include people sitting in front of tachistoscopes and computer screens, case studies, and use of neuropsychology techniques. Psychologists use survey methods, physiological measures, observations, field experiments, simulations, detailed textual analysis and so on. In fact students may come to the conclusion that one of the strengths of psychology lies in the diversity of its methods.

**Do the Studies Illustrate a Range of Psychological Ideas?**

The obvious way of thinking about this issue is to carve up psychology into its subdisciplines. An introductory general psychology course might cover social, developmental, cognitive and biological psychology, for example, and take a few studies from each of these areas to ensure that students get a feel for the diversity of the discipline. A most effective technique is to choose pairs of studies which deal with a particular psychological idea in radically different ways. This gives students the opportunity to develop grounded arguments concerning the strengths and weaknesses of the competing approaches, and illustrates to them the analytic power of the compare and contrast process. Pairs of studies that we have found especially productive are:

- Bartlett (1932) and Ebbinghaus (1885) on memory: the former looks at the constructive nature of remembering and the latter describes some of the earliest controlled experiments into recall and recognition.
- Koff, (1983) and Bem, (1974): the Koff study uses projective techniques to look at the changes in a young woman's identity as she experiences menarche, and the Bem study takes a psychometric approach to the issue of gender.
- Thigpen and Cleckley (1954) and Sperry, (1968): Thigpen and Cleckley describe the multiple personality study mentioned above, and Sperry describes a

### Banyard & Grayson's Top Ten Teaching Studies


   Simply the best! Though it is also worth encouraging students to search out Milgram's accounts of his other innovative research techniques.


   Very readable and direct account of a therapist's encounter with a rare phenomena.


   Walk your students through the study as if they are the subjects.


   Everyone wants Washoe as a friend, but did she ever acquire language?


   Very readable and provocative account of how people can be depersonalized by giving them a label.


   Work on real life remembering rather than the recall induced by simple laboratory tasks.


   Many would argue that this should be number one in the list, but just as many would argue that it has no place here at all. A fascinating read and bound to raise a chuckle.


   An excellent account of Skinner’s attempt to interest the Pentagon in missiles flown by pigeons.


   Perhaps we should all turn our psychology departments into prisons.


    Raises questions about what we mean by mind and what will happen to it if we split our brain in two.
University of New Orleans

The University of New Orleans (UNO), the urban campus of the Louisiana State University System, welcomed its first class in 1958 on the shores of Lake Pontchartrain. UNO is a comprehensive metropolitan university providing essential support for the economic, educational, social, and cultural development of the greater New Orleans area. Today UNO has approximately 12,000 undergraduate students and 4,000 graduate students enrolled on either the main campus or one of several off-campus locations spread throughout the metropolitan area.

The Department of Psychology

The 20 faculty members in the Department of Psychology, located in the College of Sciences, offer our 500 undergraduate majors a BS or BA in psychology. They also advise our 40 graduate students in our doctoral programs in applied biopsychology and applied developmental psychology. Faculty in our department have achieved recognition in a wide range of areas in biological and developmental psychology, and represent the department on editorial boards, study sections, and convention committees. This is an especially exciting time in the department as Paul J. Frick will be joining us in the fall as Professor and Director of the Applied Developmental Psychology doctoral program. He will emphasize developmental psychopathology and will add several new graduate students and faculty. The department also staffs a psychology clinic, which is open to both the campus and the larger community. Undergraduate and graduate students can participate in the research and service activities in the department via independent study courses and field practica. The 1995 National Research Council ratings identified UNO as the only Department of Psychology in America to earn its maximum rating increase for quality.

Chair of the Department

Richard D. Olson joined UNO in 1970 and served as chair from 1974-1981. After serving as dean of the Graduate School and vice chancellor for Research and Development from 1982-1988, Olson became a University Research Professor in 1988 when he returned to the department to continue his research on the behavioral effects of the endogenous opiate system, especially the Tyr-MIF-1 family of peptides. He has served as chair since 1995.

Faculty

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<th>Full-Time</th>
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<td>Carmen C. Canavier</td>
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Undergraduate Program

Psychology is one of the most popular majors on campus with over 500 students in our program. In addition to regular courses, undergraduate students at UNO have many opportunities to earn academic credit while working individually with faculty members in research and psychological service settings. As a result, many of our undergraduates have appeared as co-authors with faculty and graduate students on articles published in leading scientific journals, and have presented their findings at scientific meetings across the country. Students who maintain a superior grade-point average may graduate with "honors in psychology" by completing a research thesis.

Contact Information

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Phone number 504-280-6291 ♦ FAX 504-280-6049
PSYCH@uno.edu ♦ http://www.uno.edu/~psyche/
Graduate Programs and Specializations

The department offers a PhD with specialization in applied developmental psychology and applied biopsychology. The goal of the program is to produce well-trained scientists who, depending upon career goals, are capable of teaching, conducting research, and providing professional service delivery. The program integrates research experience and course work with practicum experiences in applied settings. The major emphasis is on research, both in the classroom and in the laboratory. The applied aspect of the program comes from the practicum courses, which involve hands-on experience in a service-delivery setting.

Graduate Training

Applied Biopsychology

Applied biopsychology is an emerging area of psychology concerned with the application of biopsychology to problems of human behavior. Applied biopsychology as a discipline has grown out of a need for people who are thoroughly trained in the basic content areas of behavioral science and research methodology. In addition, the individual is provided with applied training enabling them to translate that basic knowledge into practical application.

Students with graduate training in applied biopsychology might, for example, be involved in research and service concerning the neuropsychological and psychophysiological evaluation of brain injured patients, or be involved in the behavioral and electrophysiological testing of sensory disturbances caused by diseases like multiple sclerosis. Others may develop and study animal models of human disease states in an attempt to understand neuropathology. Still others might collaborate in interdisciplinary research focused on understanding the physiological and psychological aspects of drug addiction or hormone disturbances. Training people with these types of applied skills requires not only course work and research, but also practical experience in a variety of applied settings.

Applied Developmental Psychology

Applied developmental psychology is an emerging discipline which focuses on the use of developmental theory and research to promote positive developmental outcomes in individuals, families, and communities. Students in the program are trained to contribute to all aspects of this endeavor. They are taught to conduct theory-driven research to advance our knowledge of developmental processes through a wide array of didactic courses and research practica. They are also trained on how to use this science-based knowledge for many practical applications to promote healthy behavioral, social, cognitive, emotional, and biological development in persons of all ages. These applications include developing and administering assessment procedures that measure important developmental processes or important contextual influences on these processes (e.g., family environment, teaching strategies, cultural standards), designing and implementing interventions that promote optimal development with a particular emphasis on the prevention of developmental disorders, and disseminating information that promotes healthy development to the public, to professionals, and to policy makers.

Within this training in applied developmental psychology, the UNO program has chosen a specialty focus in the area of developmental psychopathology. This framework recognizes the importance of applying our understanding of normal developmental processes to the study, the prevention, and the treatment of psychopathological conditions. By being firmly rooted in the developmental tradition, it acknowledges that any adequate understanding of normal and abnormal development must capture a complex interplay of biological, cognitive, social, and cultural factors. As such, faculty in this program, while all committed to a developmental perspective, bring varying expertise to the study and treatment of psychopathological disorders.

Research Areas

Faculty in the department of psychology conduct research on a wide range of topics, both in the department and in a number of interdisciplinary collaborations, especially with colleagues at the local medical schools and hospitals. Some examples are as follows:

- Developmental psychopathology, focusing on risk factors related to chronic and violent antisocial behavior in children and adolescents, and the role that sex differences play
- Cognitive assessment of brain-behavior relationships, emphasizing memory, problem-solving, and emotion processing
- The biological bases of feeding behavior and obesity
- Developmental assessments of childhood psychopathology
- Personality development
- Neurobiology of dopamine with emphasis on behavioral disorders
- Molecular genetics of ADHD and Parkinson’s Disease
- Mathematical modeling of neural oscillators, especially the electrical activity of midbrain dopaminergic neurons
- Molecular basis of dopamine receptor supersensitivity and schizophrenia
- Visual perception, eye movements, human performance and virtual reality
- Behavioral effects of opiate peptides, especially in learning and memory and seizure disorder
- Legal and psychological aspects of divorce and the divorce process
- The neuropsychological and physiological substrates of impulsive aggressive behavior
- The clinical usefulness of anticonvulsants in the treatment of rage outbursts
- Neural and psychological organization of pain processes and modulation
- Developmental disorders and their interaction with substance abuse populations

Joint/Interdisciplinary Programs

New Orleans Veterans Administration Medical Center
Louisiana Rehabilitation Institute
National Biodynamics Laboratory
Charity Hospital
Touro Hospital
LSU Medical Center Neuroscience Center of Excellence
Tulane School of Medicine
UNO Psychology Clinic

September 1999
In recent weeks, the news media have featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic.


**Ellen Frank**, Univ. of Pittsburgh, *Reuters Health*, June 23, 1999: Behavioral therapy and bipolar disorder


**Jeri Janowsky**, Oregon Health Sciences Univ., *USA Today*, June 2, 1999: Hormones and the brain


**Danielle Polage**, Univ. of Washington, *The Independent (London)*, June 5, 1999: Lying

**Monica Ramirez-Basco**, Univ. of Texas Southwestern Medical Center, *Glamour*, August 1999: Negative comparisons

**Frances H. Rauscher**, Univ. of Wisconsin-Oshkosh, *Pittsburgh Post-Gazette*, June 8, 1999: The Mozart effect


**Alan Searleman**, St. Lawrence Univ., *Good Housekeeping*, July 1999: Attention and memory

**Carol Tavris**, *Los Angeles Times*, July 19, 1999: Politics and sex abuse

**Robin West**, Univ. of Florida, *Good Housekeeping*, July 1999: Memory

NEW from Hogrefe & Huber Publishers

- Expanded by more than 30% since the last edition
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New, fully revised and updated, the 9th edition continues the Handbook's tradition of keeping you fully abreast of all developments regarding the range and use of psychotropic medications. There are new sections on Serotonin-2 antagonists/reuptake inhibitors (SARI) and on herbal (natural) products in psychiatric disorders, as well as sections dealing with not-yet-approved treatments and electroconvulsive therapy. Also included for the first time are patient information sheets with important advice to be passed on to patients.

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This book gives an integrated overview of anatomical, functional, and cognitive-behavioral aspects of memory and long-term information processing in normal subjects as well as in brain-damaged or psychiatric patients. The volume contains contributions from leading experts in the various fields, including Endel Tulving, and chapters expressing alternative views and new approaches, as well as discussions of terminology and current controversies.

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The ideal teaching tool and textbook for courses on and seminars on personality assessment.

This highly regarded book, now in its third, fully revised edition, is a survey of concepts, methods, procedures, and materials concerning the assessment of personality. It emphasizes the means and methods of assessment, but theories, research, and issues concerning human personality that have influenced psychological assessment are also considered.

In addition to being a textbook, this volume is a useful source book, providing coverage of a wide range of instruments and procedures, a comprehensive glossary, an appendix of test publishers and addresses, an extensive bibliography, and complete indexes of authors, subjects, and tests. These features add to the book's value as a reference source for professional psychologists and researchers in the behavioral sciences.

For the first time, this book brings together the latest information on the course of PTSD and its development through life. Leading experts from the fields of clinical and developmental psychology describe the results of the most recent studies, both practical and theoretical, on the occurrence of PTSD in various phases of life, from adolescence to old age. Also discussed in detail are methods of coping with PTSD at different stages of life, including working through and personal growth, both of which are examined in innovative ways.

The book takes a lifespan approach...a way of viewing human development. From the Introduction.
NIJ FROM PAGE 8

funding, compared to 1994’s $23.5 million. In this same period of growth, the Institute’s research and development portfolio almost doubled in size, both in terms of the number of awards made each year and in terms of the number of awards active during a given year.

“NIJ is a strong interdisciplinary funding agency and we welcome contributions and applications from all social science disciplines,” said Visher. “People may have the view that we do only applied research but we have a very balanced portfolio of applied and basic research that Congress has instructed us to maintain. We look for research that has broad application to policy concerns and a lot of basic research fits this bill. It just requires a little bit of thought as to what your specific research project can offer, either initially or in the long term, to people who are working on these issues every day.”

For example, the 1998 NIJ research portfolio includes a number of psychologist-led projects including awards for the following:

- “Youth groups and gangs in Europe,” led by APS Charter Member and Fellow Malcolm Klein, supports a multinaional workshop on coordinated approaches to street-gang research in Europe.
- “Evaluation of the Harris County (Texas) sheriff’s department ‘New choices’ program,” led by APS Charter Member Joseph Carbonari, evaluates the New Choices program to determine its impact on clients.
- “Evaluation of a coordinated community response to domestic violence,” led by APS Member Stan Orchowsky, assesses the effectiveness of the Alexandria, VA, Domestic Violence Intervention Project, which combines a mandatory arrest policy with a no-drop prosecution strategy, court-mandated treatment for batters, and services for battered women.
- “Family and community violence: Experiences of adolescents,” led by APS Member Susan B. Sorenson, studies the relationship between exposure to family violence and subsequent violence-related attitudes, victimization, and perpetration in an ethnically diverse sample of adolescents living in the Los Angeles area.
- “Building effective strategies for community policing,” led by APS Charter Member and Fellow Raymond Hunt supports the collaboration between a university team and the Buffalo Police Department to help define, clarify, develop, and deploy a vision and strategy for community policing.
- “Computerization and validation of an inventory to assess adult and juvenile sex offenders,” led by APS Charter Member Raymond Knight, continues the development of diagnostic instruments and offender typologies, including the Multidimensional Assessment of Sex and Aggression, for both adult and juvenile offenders.

Family Violence Research Portfolio Grows

The passage of the 1994 Crime Act helped the Office of Research and Evaluation expand a number of programs and develop funding partnerships with other funding agencies and institutions. Specifically, it supported an interagency initiative examining the causes, treatment, and prevention of violence against women and within the family. This research is sponsored by NIJ and several other Health and Human Services agencies and is currently funded at more than $5 million a year.

This initiative has grown into the Violence Against Women and Family Violence (VAWFV) program, which provides new funds for research, fellowships and NIJ-funded grant awards to estimate the scope of problem, identify its causes and consequences, and evaluate promising prevention and intervention programs.

The VAWFV program addresses its objectives primarily through three activities: an NIJ and Centers for Disease Control and Prevention (CDC) Joint Program; NIJ and Violence Against Women Grants Office Program; and an Interagency Consortium that includes, among other agencies, the NIJ Office of Behavioral and Social Sciences Research, the National Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism, the National Institute on Aging, and the National Institute of Mental Health.

“Psychological research is very important to this program. When we look for new staff, the words ‘behavioral science’ are always among the words we use,” said Bernard Auchter, VAWFV senior program manager. “In this program, we focus on topics like understanding the developmental issues related to spousal assault and family violence as well as basic data collection on the prevalence and incidence of the problem. With those as our concerns, we naturally have to connect to the behavioral sciences and not focus exclusively on criminal justice or case processing, for example.”

The VAWFV initiative funds APS Members Lynda A. King and Daniel W. King, of Boston University. Their project, “Male-perpetrated domestic violence: Testing a series of multifactorial family models,” seeks to gain a better understanding of factors associated with male-perpetrated domestic violence, partner’s mental health, and child distress using data from the National Vietnam Veterans Readjustment Study.

“We have used this database for prior studies of the etiology of post-traumatic stress disorder (PTSD) among Vietnam veterans and we are now focusing on the role of trauma and PTSD in accounting for marital problems, family violence, and the ultimate impact on women and children,” said Daniel King, who notes that this is their first experience with NIJ funding. “The Institute has a special emphasis on research with potential policy implications for the criminal justice system and seems very dedicated to the practical implications of research findings. Researchers who can clearly see their work as having implications for criminal justice policy and practice, especially within a larger systems context—perhaps in terms of program development or community interventions—might find NIJ a receptive agency for support.”

CONTINUED ON NEXT PAGE
Emphasis on Scientific Quality

APS Member Gary Gottfredson has had a lot of experience working with NIJ.

"With the help of a grant from NIJ, I am pursuing research on what schools do to prevent problem behaviors such as delinquency, drug use, and fighting, and to promote a safe and orderly environment," he said. "In the past, NIJ has sponsored my research on the influence of drug availability on drug use among secondary school students and research on performance measurement in an experimental correctional program."

Gottfredson said that NIJ places emphasis on research that is of high scientific quality and of practical value in preventing or responding to crime or in promoting justice in practical application.

"Each research proposal is reviewed by a panel composed of scientists with a track record of accomplishment in research in the area, and of criminal justice practitioners who are working in the area about which the research will provide knowledge," he said. "The scientists write the consensus reviews, but the practitioners have a big say."

He added that NIJ is also concerned about communicating the results of the research to the criminal justice community.

"The institute takes this job very seriously and does an excellent job," said Gottfredson. "The clear focus of NIJ on justice issues leads to research on the influence of public policy on the number of people incarcerated, public perceptions of safety, ways to improve the effectiveness of policing and to reduce police corruption, judicial decision making, and related topics. Although NSF or NIH might fund research in these areas from time to time, it is my perception that NIJ is at the center of advancing science and practice on topics like this."

Visher encourages psychology researchers to contact the NIJ staff if they are interested in this kind of research or are looking for funding for current research that falls under the criminal justice/crime prevention heading.

"Make contact with our staff and talk to us about your ideas so you can get a sense as to where we would be a good fit," she said. "It may open some doors to you that you may not have been aware of."

For more information on NIJ or any of the programs mentioned in this story, check out the NIJ website at www.ojp.usdoj.gov/nij/ and the VAWFV site at www.ojp.usdoj.gov/nij/vawprog/welcome.html.  

Elizabeth Rukszis
Teaching Experience as a Student: An Attainable Goal

Dan Richard & Suzanne Aliobello Nasco

Teaching others can be an exciting and rewarding experience for all who are involved. Having practical teaching experience is one of the main factors that influences hiring decisions for academic positions. Job candidates, especially those who are just beginning their careers, who have interesting research but fail to demonstrate competency in presenting ideas to a diverse audience, may fail to reach the idealized standard of the academician, that many hiring programs in psychology hold. Teaching experience is a benefit to almost any curriculum vitae. Many students, however, do not receive the full benefits of the numerous teaching opportunities available to them during the pursuit of their undergraduate and graduate degrees.

Undergraduate Opportunities

Although most of the opportunities for gaining advanced teaching experience are available to graduate students, undergraduate students can acquire several basic skills that can foster the development of more complex teaching skills. Serving as a tutor, for example, can provide valuable experience in dealing with students’ occasionally unpredictable questions in a personal and meaningful way. Learning centers or school-funded tutoring programs may be able to provide contact with students who are in need of instructional assistance.

Some colleges and universities also offer teaching assistant positions or courses for undergraduate students. These teaching assistant programs often are available to students who perform well in a course. Occasionally, the duties and activities of the position can be negotiated with the instructor and can range from experience with grading exams, to possibly giving a guest lecture or organizing a class activity.

Graduate Student Teaching

In addition to the preparatory teaching activities available to undergraduate students, graduate students frequently enjoy additional teaching opportunities. Teaching assistant duties are often incorporated into departmental stipends and graduate assistantships. Graduate students can offer to manage extra duties, obtain additional lecturing experience, and have more direct contact with students in a professional role.

Professors may allow graduate students who have some teaching experience to lecture up to half of a course, or to take responsibility for an accompanying lab. Many graduate students are allowed, if not required, to take full responsibility for such courses as Introductory Psychology. The additional lecturing duties and responsibilities allow the student to gain invaluable experience with setting the pace of lectures and with preparing test materials.

Teaching a course may make the student eligible for certain student teaching awards, which can look quite impressive on a vitae. The graduate student may also find teaching opportunities at local community colleges which will often provide monetary compensation, as well as experience in dealing with the administrative duties of teaching.

Student Teaching Tips

Jennifer Higa, a PhD graduate of Washington State University and recently hired Assistant Professor at Texas Christian University in Fort Worth, provided several tips for beginning instructors. First, she notes that, the more times you teach a course, the better you will become at teaching it. Writing lectures and presenting course topic information, like any skill, becomes better with practice. Second, one should attempt to teach in a variety of settings.

Different sized classes require different styles of instruction. Attitudes and motivation of students can vary at different universities or in different classes at the same university. Experience in many different settings can promote flexibility and awareness in one’s teaching ability. The student instructor also should try different teaching styles. Experiencing the benefits and pitfalls of different styles of teaching can help the instructor learn which style is most suited to them and which style could be used in certain situations.

Finally, one should use other instructors as a resource. Consultation and discussion with other instructors can help the beginning teacher anticipate common problems, learn to deal with difficult students, and take different approaches to complex course materials. In general, the best teacher is one who never stops learning how to teach.

Hot Site

 Worried about getting into graduate school? Or perhaps you are already there but struggling with finding an advisor, or perhaps even a job? Check out this interactive website designed for facilitating careers in science. This interactive site, an on-line book titled Careers in Science and Engineering: A Student Planning Guide to Grad School and Beyond, covers topics such as career planning, selecting the appropriate degree for you, choosing a graduate program, selecting an advisor, finding a research topic, advancing in your academic career, finding a job, and the list goes on and on.

Visit this great site today at:
http://www.nap.edu/readingroom/books/careers/

APS OBSERVER
American Psychological Society

September 1999
The APS Student Caucus (APSSC): Looking Forward to the Year 2000

Dan Richard
APSSC President

The APSSC, under the direction of our Past President, Kim MacLin, made considerable advances over the past year in the promotion of student activities. We had the largest response ever to the various awards and programs available to student members of APS.

The interest and participation in the activities at the 1999 APS Conference in Denver served as an unexpected encouragement to the APSSC Executive Committee. I would like to take this opportunity to thank the outgoing officers for their excellent work over the past year, and to thank the students whose participation and interest served as impetus to the activity of the APSSC.

Upon looking forward to this year’s APSSC activities, one can only have a sense of excitement and anticipation for the opportunities that can be made available to students interested in psychological science. Student affiliates now make up approximately one-third of all APS membership. Serving such a large and diverse constituency can be challenging; however, by drawing upon the experience and effort of past officers, the current APSSC is ready for the challenge.

The APSSC has several goals for the upcoming year, each targeted at increasing the accessibility of existing student services, as well as increasing opportunities for providing new ways for students to become involved. The APSSC website (http://psych.hanover.edu/APS/APSSC/apssc.html) is in the process of receiving a face-lift and soon will provide students with “point-and-click” access to many of our special programs. This year’s awards for Research on Socially and Economically Underrepresented Populations (RSE-UP) expands its inclusion criteria beyond that of the committee it serves to replace (the Ethnic Minority Concerns Committee, EMCC). RSE-UP awards will be considered concurrently with the Student Research Competition so that students need only send in one set of materials.

The APSSC has several new opportunities for students to become involved. First, let me announce the appointment of Danny Oppenheimer (Rice University) as the new Undergraduate Advocate. Danny has many provocative ideas about how to increase the involvement of students, and the APSSC is looking forward to expanding our reach to undergraduates.

The APSSC also would like to announce the formation of a special committee to implement ideas developed on the Bookstore Project, an effort to make psychological science available to the lay public. The chair of this committee will be announced in the near future and likely will be looking for student volunteers. Students may also want to consider submitting articles for the Student Notebook. Students with ideas for articles that might be of interest to other students in psychology should contact the Notebook Editor, Kymberley Bennett (kym@scs.unr.edu).

The APSSC Website
Visit the APSSC online at:
http://psych.hanover.edu/APS/APSSC/apssc.html
The APSSC website is amidst a face lift! We are proud to have already added a response page where student affiliates can contact APSSC members directly with suggestions and questions. In the upcoming months, we will be adding a truly interactive page where student affiliates can post messages to a bulletin board. This bulletin board will allow you to search through archives of previously posted messages, or post a new message of your own. Visit our site today and let us know what you think!

APSSC Officers • 1999-2000

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September 1999
will look back on it as nothing less than a watershed event for our science and its relevance in the real world.”

Bjork also touched on the importance of APS’s involvement in the Human Capital Initiative (HCI). “APS’s leadership in the HCI initiative was very important and I think APS should continue to speak for the behavioral sciences in congress and elsewhere.”

An APS Charter Member and Fellow, Borgida received his PhD in Psychology from Stanford University and is currently a professor at UCLA, having previously taught at the University of Michigan. His research focuses on how humans learn and remember, and on the implications of that research for training and instruction.

He is editor of Psychological Review, and he earlier edited Memory & Cognition. His other national responsibilities include chairing a National Research Council Committee on Techniques to Enhance Human Performance (1988-1994), chairing the Society of Experimental Psychologists (1991), and serving on the Board of Scientific Affairs of the American Psychological Association (1984-85), and the Board of Governors of the Psychonomic Society (1994-2000). He is past president of the Western Psychological Association and the current chair of the governing board of the Psychonomic Society.

Interdisciplinarily Speaking

APS Charter Member and Fellow Eugene Borgida is delighted about joining the APS Board.

“As a Charter Member and Fellow of APS, I have a long-standing commitment to the ways in which APS has advanced the psychological science ‘ball’ over the years,” he said. “The March 1999 issue of the APS Observer highlighted interdisciplinarity in psychological science. As someone whose research interests have been at the intersection of social psychology, law, and politics for 25 years, I believe that I will be a strong and outspoken advocate for interdisciplinarity on the Board. I think it’s important to make a case for that kind of work because you need to articulate what that work is about, why it is important, where it is going, and why it should be supported. This would increase the likelihood that that work will have impact and will inform policymakers and federal agencies that what is going on in psychology is important.”

Borgida, who holds appointments in psychology, law, and political science at the University of Minnesota, is a 1976 PhD in social psychology from the University of Michigan. He has considerable editorial experience and has served as department chair and as associate dean for research and planning at Minnesota’s large liberal arts college. He has won both the College of Liberal Arts Distinguished Teacher Award and the University of Minnesota’s system-wide Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education.

His research in social cognition and political psychology has brought such honors as the Gordon Allport Intergroup Relations Prize and the Heinz Eulau Award from the American Political Science Association.

Borgida believes that he will bring to the Board a pragmatic approach to thinking about the ways in which APS can continue its leadership role in fostering interdisciplinary research, education, and policy initiatives. Borgida also would like to see APS push hard to ensure that psychology gets its fair share of expanding research funding opportunities.

Protecting the Health of Science

APS Charter Fellow Rochel Gelman will join Borgida as the other new addition to the APS Board.

“I see joining the Board as an important way to continue my longtime involvement in organizations that work to protect the health of psychology as a science, its foundation, and its appropriate applications,” she said.

“There are a variety of ways I have done this,” she told the Observer. “I have served on a variety of national and international committees, including ones concerned with grant review, federal research direction and funding, mathematical and scientific literacy, museum learning and early childhood education.”

Gelman, like Borgida, also has concerns with advancing the core of psychological science, which she says goes across many fields within psychology, while at the same time fostering interdisciplinary efforts.

Gelman received her PhD from UCLA in 1967. She studies cognitive development and conceptual change. She was recently named a Fellow of the American Academy of Arts and Sciences and is a member of the Society of Experimental Psychology, Society for Research and Child Development, and the Cognitive Science Society. She also is an APS William James Fellow, an APA Fellow, and has received Early Career and Distinguished Scientific Contribution awards from APA.

“I am pleased that the APS Membership thought it appropriate for me to serve in this capacity,” she said.

Treasurer

For more than a decade, Paul W. Thayer steered the financial development and solvency of APS from its first budget to the financially stable organization it is today. After a decade of service to APS, Thayer stepped down as treasurer, handing the reins over to Roberta Klatzky, an APS Charter Member and Fellow.

Klatzky received her undergraduate degree in mathematics at Michigan, and went on to Stanford to study cognitive psychology. After 21 years on the faculty of the University of California-Santa Barbara, she went to CMU, where she is currently a professor and head of the Psychology Department. She is also on the faculty of the Human-Computer Interaction Institute at CMU and the
The Applied Arena

Purdue University’s Stephen Tiffany has taken over the position of secretary from Yale University’s Mahzarin Banaji. Tiffany, whose research interests include addictive behavior, psychopharmacology, and health psychology, says he is enthusiastic about his new responsibilities.

While in position, there are a few things Tiffany would like to pursue.

“One thing that is important to me in my research is combining basic research with applied research. That includes bringing the best, the most recent, and the most contemporary ideas from basic research into the applied arena. And if there were anything I could do to facilitate that, I would work toward that. Further, if there is any organization that is perfectly positioned to support that, it would certainly be APS,” he said.

Tiffany said that the annual meetings APS sponsors are a good opportunity to bring basic and applied researchers together.

“It is important to get basic researchers to interact more with applied researchers and visa versa in things as simple as just talking about what is going on in the laboratory and what implications it might have for applied issues, as well as getting applied researchers to talk to basic researchers and say, ‘now this is what the human condition actually looks like in the real world,’ or ‘of the models you develop in your lab, what sorts of relevance do they have for that?’” he said.

Tiffany received his PhD in 1984 from the University of Wisconsin-Madison.

Kristen Bourke

Tips for Teaching with Original Sources

Introduce them and Put them in a Context

In one of our typical key studies teaching sessions, we look at two related papers which bear on a particular theme or topic. Before we look at the papers themselves we give a brief introduction that puts the work into an appropriate context. For example, we might contextualize Milgram within the questions raised about human behavior following the horrors of the Second World War. Other studies have a more obviously scientific context that develops out of previous research.

Explore the Relevant Research Questions

Discussion of the papers typically begins with some work on the relevant research questions: what are they and where did they come from?

Decide what you want Students to Attend to and Learn

Think about what it is you want your students to learn by reading each original source. For us, the class is constructed around the following set of questions for each research paper:

• How was the research question examined?
• What methods were used and why?
• What were the measurement tools?
• What participants were used?
• What data were collected?
• What interpretations were made of the findings?
• How did the researchers deal with quality control issues (ethics, validity, reliability and so forth)?
• What efforts have been made to replicate the study and to what effect?
• Where has this line of research gone since this study was conducted?

Continued on next page
People

APS Charter Fellow J.P. Das of the Developmental Disabilities Centre at the University of Alberta-Edmonton, and APS Charter Fellow Mark Zanna, of the University of Waterloo, have been elected Fellows of the Royal Society of Canada. The Royal Society, founded in 1882, is a national academy whose object is the promotion of learning and research in the arts and sciences. Das’s citation refers to him as “a world class scholar and researcher in several areas of cognitive and educational psychology.” His central interest over the years has been the study of intelligence—its nature, development, assessment, and dysfunction—and he has made major contributions to these topics, both in theory and in application. Zanna, whose major research interest is the psychology of attitudes, has received awards for many aspects of his professional activities, including the Donald Hebb Award for Distinguished Scientific Contributions, the Donald Campbell Award for Distinguished Research, and the Raymond Fowler Award for Professional Development of Graduate Students. Zanna has served as president of the Society of Personality and Social Psychology and as president of the Society of Experimental Psychology.

APS Observer
American Psychological Society

FROM PREVIOUS PAGE

• How do the interpretations fit into the theoretical background summarized at the outset of the class?

We have found it useful to devote a significant proportion of the time available to discussion of the data from the studies. This normally involves producing an overhead transparency with copies of original tables, and perhaps setting the students to work in small groups on questions that require studying the data fairly closely. In our experience students are not always good at looking at, thinking about, and reasoning with data, so this activity provides them a chance to practice and develop some important skills.

One crucial part of the whole process is that students be required, as far as is possible, to read the original papers. For some sessions it makes sense for the students to have read the papers beforehand, for others it is more appropriate to assign the papers afterwards. For example, you may want to draw out the students’ expectations before they read an original source. Milgram’s obedience study is a good example. It is best read after you have discussed how we expect people to behave under pressure. On the other hand, if the teacher wants to concentrate on a study’s methodological aspects, it is probably more helpful if the students have read it beforehand.

Knowing that Students Are Reading and Learning From Original Sources

Our goal is that students develop critical reading skills. These skills include analysis of the key issues in an original source, evaluation of the evidence, and the development of opinions. To ensure that students are reading original sources, we use examinations that require them to comment on a selection of the studies.

Conclusion

In the end, there always seem to be too many studies that cry out to be included in our courses. It is important, though, to be ruthless and restrict their number so that students can consider them in some detail. It is our opinion that one of the most common teaching mistakes is to give students too much information, and in so doing, inhibit their understanding and evaluation of any of it. The key studies approach hopefully avoids this problem, and with a careful choice of studies, it can excite and motivate your students. The box on page 11 presents our Top Ten of Teaching Studies, though we are sure readers will have their own favorites. The reader may want to try Banyard and Grayson, 1996, which provides readable summaries of 60 key papers in psychology, emphasizing what was done and concluded. It is designed to enable students to tackle the articles in their original form.

References


Philip Banyard is Associate Senior Lecturer in Psychology at The Nottingham Trent University, UK where he teaches introductory and applied psychology courses, in particular health psychology. He is also the Chief Examiner for an Advanced Level Psychology course (which is a national qualification for students that forms the basis of their entry requirements for university). He has been teaching psychology in Nottingham for 20 years. Phil.Banyard@ntu.ac.uk

Andrew Grayson is an active researcher in the field of autism and communication disabilities. He has also researched and published in the area of students’ everyday problems. Andrew.Grayson@ntu.ac.uk

APS Member Bernardo Ferdman was installed as president-elect of the Interamerican Society of Psychology/Sociedad Interamericana de Psicologia (SIP) at the organization’s biennial conference held in July in Caracas, Venezuela. Ferdman is with the California School of Professional Psychology in San Diego. Ferdman specializes in diversity and multiculturalism in organizations, ethnic and cultural identity, and organizational development. His goals, as president, will be to broaden academic and professional exchanges among psychologists in the Americas. He particularly would like to see SIP involved in social policy discussions in the Pan American setting.
Psychonomic Bulletin & Review provides broad coverage of topics in all areas of experimental psychology. The journal is primarily dedicated to the publication of theory and review articles; brief reports of outstanding experimental work are also included. Areas of coverage include animal learning and behavior, sensation and perception, cognitive psychology and development, psycholinguistics, memory, psychobiology and cognitive neuroscience, educational psychology, and social cognition—in short, all areas of psychology that rely on experimental methods.

Published quarterly, beginning in March. Institutions, $114; Individuals, $50; Students, $26. Students: enclose proof of student status. Add $8 postage outside U.S. Canadian orders add 7% CST; 15% HST on orders from Newfoundland, Labrador, Nova Scotia, and New Brunswick.

SELECTED ARTICLES, 1999 (VOL. 6)

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Unconsciously Controlled Processing: The Stroop Effect Reconsidered

D. Pins, C. Bonnet, & B. Dresp
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M. J. Goddard
The Role of US Signal Value in Contingency, Drug Conditioning, and Learned Helplessness

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September 1999
Psychonomic Bulletin & Review

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APS OBSERVER
American Psychological Society

September 1999
Announcements

CALL FOR APPLICATIONS

The American Foundation for Suicide Prevention (AFSP) has announced new grants available for suicide research designed to encourage and develop the careers of young investigators interested in understanding and preventing suicide. Research Grants for up to $60,000 over two years will be supplemented by $5,000 a year to be given to a mentor, when the primary applicant is at the level of Assistant Professor or lower. Senior investigators can apply for the same grant without a mentor and accompanying grant supplement. Contact: 888-333-AFSP.

The American Psychological Society announces its research programs. All information, and forms, for all of the Society’s programs can be downloaded from our website, http://www.amphilsoc.org. Click on “research grants” on the homepage. Grants are for research only. Eligibility Applicants may be residents of the United States, American citizens on the staff of foreign institutions, or foreign nationals resident abroad, whose research can only be carried out in the United States. Grants are made to individuals; institutions are not eligible to apply. Specific requirements are given under each listing. Contact: tel.: 215-440-3429; Committee on Research, American Psychological Society, 104 South 5th Street, Philadelphia, PA 19106; email: eroch@amphilsoc.org.

CALL FOR PAPERS

The International Academy for Intercultural Research is inviting submissions for its 2001 conference to be held April 20-22, 2001 in Oxford, Mississippi, USA. Theme: International Perspectives on Race, Ethnicity, and Intercultural Relations. Submission Deadline: October 1, 1999. For submission specifications or inquiries, contact Dan Landis, Center for Applied Research and Evaluation, University of Mississippi, University, MS 38677; landisd@watervalley.net; www.watervalley.net/users/academy/default.html

The Departments of Psychology in the Universities in Israel, in conjunction with the Israeli Psychological Association, will be hosting an International Conference on Psychology at the University of Haifa, from June 12-14, 2000. The Conference theme is “Psychology After The Year 2000.” The Conference will be open to all interested scientists, professionals, and students. Deadline for submission of Abstracts: November 15, 1999. Notification of acceptance of presentations: February 1, 2000. Contact: email: conferen@psy.haifa.ac.il; Psychology Conference, c/o Comtec, P.O.Box 68, Tel Aviv 61000, Israel.

The Mensa Education and Research Foundation, in conjunction with Mensa International Limited, announces the 1999-2000 Awards for Excellence in Research. These awards recognize excellence in scholarship and science. Four to five $500 awards are given to Senior Investigators, who are active researchers, who have received their doctorates more than five years ago. In addition, four to five $500 awards go to Junior Investigators, who may be graduate students, researchers who earned their doctorates in the last five years, those who earned degrees in other fields but entered their present fields with in the last five years, or those who received their doctorates more than five years ago but recently returned to research after prolonged absences because of such reasons as family responsibilities, military service, or illness. Papers may cover any aspect of intelligence or intellectual giftedness. Examples would include, but are not limited to, papers from the fields of education, psychology, sociology, neurology, physiology, biochemistry, or psychometrics. Submissions may include the following: reports of original research findings, theoretical papers proposing new directions in research, methodological critiques of current research. Send five copies of each submission, along with your name and address, by Dec. 31, 1999. Send submissions along with your email address to: Awards for Excellence in Research, American Mensa Ltd., 1229 Corporate Drive West, Arlington, TX 76006.

JOURNALS

Announcing a special topics issue of The Journal of General Psychology devoted to humor and laughter. Authors are advised to consult “Instructios to Authors” that appear in each issue. But briefly, manuscripts should adhere to APA format, with everything double-spaced. Author identification notes should appear on a separate page and include a complete mailing address. Authors The Journal of General Psychology publishes research reflecting various methodological approaches, in all areas of experimental psychology, other theoretical investigations. Preference is given to manuscripts that establish functional relationships or contribute to the development of new theoretical insights or practical applications. Postmark submission deadline is March 1, 2000. Manuscripts should be mailed to: Diana Mahony, Department of Psychology, BYU-Hawaii, 55-220 Kulanui Street, Laie, Hawaii 96762.

SRCD Executive Branch Policy Fellowships in Child Development 2000-01

The Society for Research in Child Development (SRCD) is accepting applications for Fellowship positions in the Executive Branch of the Federal government. We’re seeking candidates who want to have an impact on the way child development research informs public policy. These Fellowships are an exciting opportunity to come to Washington and use your research skills outside the academic setting. Past Fellows report that their experience strengthened their academic credentials in policy-relevant research and for some, opened doors to varied research-based career opportunities outside academia. Fellows make invaluable contributions by communicating research findings to the policy community. In addition, they gain a broad perspective on federal science policy as well as discipline-relevant knowledge in many new areas.

PROGRAM AND CRITERIA: The SRCD Executive Branch Policy Fellowship Program is designed to provide greater interaction between the developmental research community and federal research programs and policies. Following a two-week science policy orientation program at the American Association for the Advancement of Science (AAAS), Fellows spend a year working as resident scholars in a federal agency that sponsors developmental research, providing advice and guidance to programs. The SRCD Washington Office is available as a resource for the Fellows throughout the year. Applicants must have a doctoral-level degree, must demonstrate exceptional competence in an area of child development research, and must be a member of SRCD. PhDs, MDs, EdDs, and DSWs are encouraged to apply.

AWARDS: Fellowship candidates will be selected by the SRCD Committee on Child Development, Public Policy, and Public Information and forwarded to participating agencies for final selection. Upon selection of a Fellow or Fellows, the agency will enter into an Intergovernmental Personnel Act (IPA) agreement directly with the Fellow’s home institution for the Fellow’s services. An IPA is a mechanism by which academic researchers take leave to work in federal government. Candidates are required to be IPA eligible. The stipend, paid by the agency, is $45,000-65,000 toward the Fellow’s salary, depending on experience. In most cases, the Fellow’s home institution will be expected to provide some additional funds. SRCD will provide each Fellow with an allowance for moving expenses and professional travel. Fellowship awards are contingent on availability of federal funds.

APPLICATION AND SELECTION: Applicants must submit a 500-word statement of interest, a current c.v., and three letters of recommendation. If you wish, you may indicate your agency preference. In addition, all applicants should submit a statement from their institution certifying their eligibility to be funded under an IPA agreement. (For further information on IPA’s, please contact the SRCD Washington office.) Application deadline is December 15, 1999. Selections will be made by March, and the Fellowships will begin September 1, 2000 (or sooner, depending on individual arrangements made by the agencies and Fellow). Send applications to: SRCD Washington Office, Attn: Sarah Brookhart, 1010 Vermont Avenue, NW, Suite 110, Washington, DC 20005-4907. For further information, please call 202-783-2320 or email sarahb@aps.washington.dc.us.
Meeting Calendar

September

Fifth International Summer School on Behavioral Neurogenetics
Bordeaux, France
September 12-17, 1999
Contact: gstress@bordeaux.inserm.fr

The Parahippocampal Region: Basic Science and Clinical Implications
Baltimore, Maryland
September 23-26, 1999
Contact: tel.: 212.838.0230 ext. 324; email: conference@nymas.org; http://www.nyas.org

Human Factors and Ergonomics Society
Houston, Texas
September 27-October 1, 1999
Contact: http://www.hfes.org

The Alliance for Children and Families
Orlando, Florida
September 29-October 2, 1999
Contact: tel.: 860-447-9767; fax: 860-447-9769; email: dfinley@nova.umuc.edu

The National Depressive and Manic-Depressive Association (National DMDA) Annual Conference
Houston, Texas
October 1-3, 1999
Contact: 800-826-3632

The National Depressive and Manic-Depressive Association (National DMDA) Annual Conference
Houston, Texas
October 1-3, 1999
Contact: 800-826-3632

46th Annual Meeting of the American Academy of Child and Adolescent Psychiatry
Chicago, Illinois
October 19-24, 1999
Contact: http://www.aacap.org

October

Mid-Atlantic Teaching of Psychology Conference
Largo, Maryland
October 1, 1999
Contact: Robin Hailstorks, tel.: 301-322-0539, or Diane Finley; email: dfinley@nova.umuc.edu

The National Depressive and Manic-Depressive Association (National DMDA) Annual Conference
Houston, Texas
October 1-3, 1999
Contact: 800-826-3632

November

The American College of Counselors Annual Symposium
Chicago, Illinois
October 21-24, 1999
Contact: email: RHotes@aol.com; http://AmericanCollege/index.html; tel: 217-698-7668

The Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)
Washington, DC
November 4-6, 1999
Contact: www.arnova.org; tel.: 317-684-2120

The National Alliance for Mental Health (NAMI)
November 18-20,1999
Contact: Darcia Navaraz, email: navaraz@ic.umn.edu; http://134.84.183.101/ame/

December

Freud at the Threshold of the 21st Century
Jerusalem, Israel
December 13-16, 1999
Contact: Aryeh Lewis, POB 574, Jerusalem, Israel; tel.: 972-2-6520574; fax: 972-2-6520558; email: isas@netvision.net.il

Second Tsukuba International Conference on Memory: Lifespan Memory Development
Tsukuba, Japan
December 18-20, 1999
Contact: Peter Graf, University of British Columbia, Department of Psychology
Vancouver, BC, V6T 1Z4; tel.: (604) 822-6635; Fax: (604) 822-6923; email: pgraf@cortex.psych.ubc.ca; http://www.human.tsukuba.ac.jp/tic99/

January 2000

The 22nd Annual National Institute on the Teaching of Psychology
Saint Petersburg, Florida
January 2-5, 2000
Contact: Joanne Fetzner; tel.: 217-398-6999; email: jfetzner@s.psy.ch.uiuc.edu

Medicine Meets Virtual Reality 2000
Newport Beach, California
January 27-30, 2000
Contact: tel.: 860-447-9767; fax: 860-444-0362; email: westwood@uconneet.net; http://www.amainc.com

March 2000

American Psychosomatic Society 58th Annual Scientific Meeting
Savannah, Georgia
March 1-4, 2000
Contact: APS, tel.: 703-556-9222; fax: 703-556-8729; email: info@psychosomatic.org; http://www.psychosomatic.org

10th Annual Rotman Research Institute Conference
Toronto, Ontario
March 20-24, 2000
Contact: tel.: 416-785-2500 ext. 3550; fax: 416-785-2862; email: conference@rotman-baycrest.on.ca; http://www.rotman-baycrest.on.ca/conf.htm

April 2000

The 2000 SIOP Annual Conference
New Orleans, Louisiana
April 14-16, 2000
Contact: SIOP, PO Box 87, Bowling Green, OH 43402-0087; email: Lhakel@siop.bgusu.edu

June 2000

American Psychological Society
Miami, Florida
June 8-11, 2000
Contact: Erika Davis, email: edavis@aps.washington.de.us; http://www.psychologicalscience.org; tel.: 202-783-2077; fax: 202-783-2083

International Conference on Psychology “Psychology After the Year 2000”
Haifa, Israel
June 12-14, 2000
Contact: c/o Contec, P.O.Box 68, Tel-Aviv 61000, Israel; Phone: 972-3-5666166, Fax: 972-3-5666177; email: conferen@psy.haifa.ac.il; http://psy.haifa.ac.il/conference

Head Start’s Fifth National Research Conference
Washington, DC
June 28-July 1, 2000
Contact: Faith Lamb-Parker, email: flp1@columbia.edu; http://www.aec.dhhs.gov/programs/hsb or http://cpmnet.columbia.edu/dept/sph/psfpam.headstartconf.html

Announce your meeting in the APS Observer. Email the information to Kristen Bourke at kbourke@aps.washington.de.us.
American Psychological Society
Member Application

(Join now and your membership will be valid through 12/31/00.)*

Check one:
☑ This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)
☑ This is to change my membership record. (Return to: APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907)

Name ______________________
Last First MI

Mailing Address ________________________________

City __________________ State ______ Zip _______ Country________

Telephone __________________
Office (include extension) ____________ Home ____________ Fax ____________

Institutional Affiliation __________________________
(spell out)

Education

Highest Degree __________________ Year of Degree ____________ Institution (spell out) ____________

Major Field (circle one): Biological / Physiological ◆ Cognitive ◆ Clinical / Counseling / School ◆ Developmental ◆ Educational Experimental ◆ General ◆ I/O ◆ Personality / Social ◆ Quantitative

Specialty Area __________________________ Email Address __________________________

ANNUAL DUES

TO JOIN, SIMPLY COMPLETE THIS FORM AND RETURN IT TO APS WITH YOUR DUES PAYMENT OR VISA OR MASTERCARD AUTHORIZATION. THANK YOU!

PLEASE CHECK APPROPRIATE MEMBERSHIP DUES CATEGORY BELOW. ALL MEMBERSHIP CATEGORIES, EXCEPT THOSE NOTED, INCLUDE A SUBSCRIPTION TO THE APS OBSERVER NEWSLETTER, PSYCHOLOGICAL SCIENCE, AND CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE.

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☑ Retired (No journals) $34
☑ Spouse (No journals) $59
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Employment Bulletin • September 1999

NATIONAL

LICENSED PSYCHOLOGIST NEEDED NATIONALALLY Pull or Part time work from home or office. Looking for recent graduates, retirees, or experienced psychologists. Pay according to experience. Please forward your resume to Mark Hirsch at 20801 Biscayne Boulevard, Suite 400, Miami, FL 31380 or call (305) 937-2700. NA1

ALABAMA

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, DEPARTMENT OF PSYCHOLOGY, is seeking applicants for two tenure-track Assistant Professor positions, beginning January or August, 2000. Applicants should have teaching and research interests in a subset of the following areas: cognition, learning, personality, abnormal, individual differences, and applied or clinical psychology. Applicants with strengths in statistics and experimental methodology are especially encouraged to apply. Teaching expectations include introductory psychology, statistics, and courses in the candidate's specialty area. Applicants are expected to have a Ph.D. in psychology, a strong commitment to teaching and to supervising student research, and a willingness to develop programmatic research interests. The relatively young, small department (6 faculty) has a developing M.A. program and can provide research facilities within several hours in a multicultural community with high technological development and a reasonable cost of living. Applicants should submit 1) academic vita; 2) statements of teaching interests, research interests, and minimum laboratory needs; 3) reprints or preprints; 4) all transcripts; and 5) three letters of reference. Send these materials to: Robert E. James, Chair, Department of Psychology, The University of Alabama in Huntsville, Huntsville, AL 35899. Review of applications will begin immediately and continue until the positions are filled. An Equal Opportunity/Affirmative Action Employer. AL1

ARIZONA

COGNITIVE PSYCHOLOGY, THE UNIVERSITY OF ARIZONA. The Psychology Department of the University of Arizona invites applications for a faculty position in Cognitive Psychology, rank open, open, effective Fall 2000, pending final approval by the University. The primary criterion for appointment are excellence in research and teaching in basic areas of cognitive psychology, including developmental, neuroscience, and computational approaches. The Department's strengths include the areas of memory, perception, and language. Interested candidates should send vitae, statement about research and teaching interests, and reprints or preprints to Mary Peterson, Chair of Cognitive Psychology Search Committee, Department of Psychology, University of Arizona, Tucson, AZ 85721. Applicants should also arrange to have at least three letters of reference sent to the same address. Applications and materials will begin November 1, 1999 and will continue until the position is filled. The University of Arizona is an EEO/AA employer MWD/VN. AZ1

PSYCHOLOGY, POLICY AND LAW, THE UNIVERSITY OF ARIZONA. The Psychology Department of the University of Arizona invites applicants for a tenure-track Assistant Professorship in Psychology, Policy and Law, effective Fall 2000, pending final approval by the University. The primary criterion for appointment are potential for excellence in research and teaching in basic areas of the psychology, policy, and law interface. Special consideration will be given to applicants in forensic psychology, but applicants in any area of the interface are encouraged to apply. The University takes pride in its multicultural environment and is particularly looking for evidence of potential to make truly significant contributions to the field. Interested candidates should send vitae, statement about research and teaching interests, and reprints or preprints to Bruce Sales, Chair of the Psychology, Policy and Law Search Committee, Department of Psychology, The University of Arizona, Tucson, AZ 85721. Applications should also arrange to have at least three letters of reference sent to the same address. Review of application materials begins October 15, 1999 and will continue until position is filled. The University of Arizona is an EEO/AA employer MWD/VN. AZ2

CALIFORNIA

CALIFORNIA STATE UNIVERSITY, LONG BEACH Department of Psychology. Applications are invited for two tenure-track, positions beginning Fall 2000. Assistant Professor Clinical Research to teach a variety of undergraduate and graduate courses in clinical psychology. Teach research methods, statistics, and introductory psychology. Supervise students in research activities, including undergraduate projects and master's theses. Engage in scholarly activity leading to publication. Participate in service to department, university, and community. MINIMUM QUALIFICATIONS: Ph.D. (by time of appointment) in Psychology with a specialization in clinical research. An individual who subscribes to the scientist-practitioner model who will develop and maintain an active program of research. Evidence of effective teaching at the college level and scholarly leadership to publication. Ability to communicate effectively with a wide range of students and culturally diverse campus community. Potential for service to department, university, and community. DESIRED/PREFERRED QUALIFICATIONS: Ph.D. (by time of appointment) in Psychology with a specialization in clinical research. An individual who subscribes to the scientist-practitioner model who will develop and maintain an active program of research. Evidence of effective teaching at the college level and scholarly leadership to publication. Ability to communicate effectively with a wide range of students and culturally diverse campus community. Potential for service to department, university, and community. Position Open Until Filled (or recruitment canceled). Review of applications to begin December 6, 1999. Applications, required documentation, and/or requests for information should be addressed to: Chair, Clinical Psychology Search Committee, Department of Psychology, University of Arizona, Tucson, AZ 85721. All materials will begin November 1, 1999 and will continue until the position is filled. The University of Arizona is an EEO/AA employer MWD/VN. AZ

CLAREMONT MCKENNA COLLEGE Clinical Psychologist Claremont McKenna College (CMC) invites applications for an assistant clinical psychologist in any area of specialization with a preference for forensic, clinical neuropsychology, or health psychology. The tenure-track appointment will be made at the assistant professor level. Applicants must hold a Ph.D. from an APA-approved program in clinical psychology, and possess strong statistical and methodological skills. The ideal candidate will be able to establish and supervise community placements for undergraduate interns and teach courses in abnormal psychology, personality, clinical psychology, and general psychology, as well as classes in their own area of specialization. We are especially interested in psychologists with teaching experience who can contribute to the applied emphasis of the department or the legal studies program. Claremont

See Subject Index and the index instructions on page 48.
University of California, San Francisco
Department of Psychiatry - Langley Porter Psychiatric Institute

Child Research Psychologist

University of California, San Francisco: The Department of Psychiatry invites applications for an Assistant or Associate Professor in Residence position to begin on or after January 1, 2000. The position will be based at Langley Porter Psychiatric Institute, in the Division of Child and Adolescent Psychiatry. We seek a researcher with clinical and clinical research expertise in severe mental disorders in children or adolescents to develop a clinical research program focused on children from our very ethnically diverse urban environment. We prefer a demonstrated track record in research focused on either Attention-Deficit/Hyperactivity Disorder (ADHD) or childhood-onset affective disorders as documented by research grants and publications in peer-reviewed journals. Requirements include a Ph.D. in Clinical Psychology from an APA-accredited program, or equivalent, a California psychology license or license eligibility, demonstrated skills for working in a multidisciplinary setting, and relevant teaching skills and experience. The person chosen will become a research mentor in the Clinical Psychology Training Program. Applications for the position must be received by October 1, 1999, and are to include a curriculum vitae, selected reprints, and a short letter describing the applicant’s research program, sent to: Ricardo F. Muñoz, Ph.D., Search Committee Chair, 4070 Davies Hall, University of California, San Francisco, CA 94143-0984. Candidates must also arrange to have at least three letters of recommendation sent to the same address. The University of California is an Equal Opportunity/Affirmative Action Employer committed to excellence through diversity.

California State University, San Marcos: The Department of Psychology, University of California, San Marcos, invites applications for a tenure-track assistant professor position specializing in human memory with links to perception or higher-order cognition. Ability to teach statistics is desirable. We are looking for a person capable of teaching both graduate and undergraduate level courses who also are actively engaged in research and show promise of continued research productivity. We seek to hire an individual whose strengths best complement the distinctive character of our program. Beginning salary is $43,100 - $48,000 commensurate with qualifications and experience. Ph.D. in Psychology or related field, to be conferred by September 1, 2000, must be conferred no later than June 30, 2001. Pending final administrative and budgetary approval, the position would be effective July 1, 2000. Applicants should submit a letter of application describing their research and teaching interests, a curriculum vitae, reprints and preprints, and have three confidential letters of recommendation forwarded to: Faculty Search Committee, University of California, San Marcos, San Marcos, CA 92096-0011. To assure full consideration, application materials must be postmarked on or before November 15, 1999. However, applications will be accepted until a suitable candidate is found. CSUSM is an Equal Opportunity/Affirmative Action/Title IX Employer. The University has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, members of minority groups, and people with disabilities.

Claremont McKenna College (CMC) has a tenure-track position in Development/Family Studies Psychology at the Associate/
Full Professor level. We are seeking an established scholar who will become the Director of the new Berger Institute of Work, Family, and Children. The successful candidate will provide leadership for the development of research and educational programs for the Institute and its affiliate research centers and will work closely with an interdisciplinary faculty and graduate students and secure grant support. The Berger Institute, one of eleven institutes at CMC, currently maintains an endowed program of $1 million, which will serve as a base for a program of externally funded projects on such topics as work, family, and children. The Institute includes research on family, life span development and employment with an emphasis on family policies, issues, and programs. Candidates’ research at Claremont McKenna College for preschool and elementary education serves as an on-campus site for possible research. Claremont McKenna College is a highly selective undergraduate institution ranked among the top liberal arts colleges nationally. CMC is a member of The Claremont Colleges, which also include Pomona, Scripps, and Pitzer. Claremont McKenna College is one of the largest of 20 campuses in the California State University, System.

The Psychology Department of CLAREMONT GRADUATE UNIVERSITY offers a tenure-track position for a full-time, tenured-track Assistant/Associate Professor in Developmental Psychology with an interest in human factors beginning Fall 2000. This is a non-tenure-track position with an initial 3-year contract and a strong possibility of renewal. The salary range up to the rank of Full Professor. Candidates must have a strong record of teaching, research, and publication in human factors psychology. The research experience in some area of applied developmental psychology and a record of conducting funded research. Primary responsibilities include assuming a major role in our graduate program in applied developmental psychology, teaching, research, and supervision of graduate student research and field experience. The Psychology Department at Claremont McKenna College for preschool and elementary education serves as an on-campus site for possible research. Claremont McKenna College is a highly selective undergraduate institution ranked among the top liberal arts colleges nationally. CMC is a member of The Claremont Colleges, which also include Pomona, Scripps, and Pitzer. Claremont McKenna College is one of the largest of 20 campuses in the California State University, System.

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dence of skills in clinical supervision, program development and evaluation, clinically relevant research, and university teaching are preferred. Candidates are expected to teach undergraduate courses related to area of expertise, as well as fulfill teaching and administrative duties associated with the MA program in clinical health psychology. Normal teaching load is 12 units. This may include supervising a Master’s level clerkship in the CSUN Community Clinic. The clinical health program at CSUN has been recently revised and offers students an opportunity to lead to an MA in clinical health psychology. The program is respected as a major source of doctoral students entering into APA approved doctoral programs throughout the U.S. as well as service-job delivery in the greaterLos Angeles area. Primary consideration will be given to applicants received by January 10, 2000 but applications will be received until the position is filled. Stanford, CA 94305-2130. The deadline for applications is November 15, 1999. Stanford University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA15

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans a tenure-track appointment in the area of Cognitive Psychology broadly construed, beginning Fall 2000. Appointments may be either at the junior or senior level. Candidates with strong research records in memory, thinking, language, perception, decision-making, cognitive neuroscience and/or computational/mathematical models of cognitive processes are encouraged to apply. Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Cognitive Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. The deadline for application is November 15, 1999. Stanford University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA16

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans a tenure-track appointment in the area of Developmental Psychology broadly construed, beginning in the academic year 2000. Appointments may be either at the junior or senior level. Candidates with strong research records in any area of Developmental including Social, Personality, Physiological, Cognitive, and Developmental Neuroscience are encouraged to apply. Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Developmental Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. The deadline for application is November 15, 1999. Stanford University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA17

UNIVERSITY OF CALIFORNIA AT BERKELEY: Pending budgetary approval, the Department of Psychology invites applications at any level for two tenure-track positions beginning July 1, 2000. The areas to be considered are: (1) quantitative psychological research including, but not limited to, multivariate analysis, measurement, mathematical modeling, and computer modeling; and (2) social/personality psychology. Applications for the position must be postmarked by October 1, 1999. Applicants should send a current curriculum vita, a description of research interests and selected reprints sent to: Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. The search will remain open until filled. Applicants should send a current curriculum vita, a description of research interests and selected reprints sent to: Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. The deadline for application is November 15, 1999. Stanford University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA15

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UC SAN FRANCISCO Faculty Position Director of Division of Psychosocial Medicine The Department of Psychiatry of the School of Medicine at the University of California, San Francisco (UCSF) is seeking a clinical psychologist to serve as the Director of the Division of Psychosocial Medicine at San Francisco General Hospital, a major teaching hospital of UCSF. The position is in the clinical series at the Full Professor level and is available on January 1, 2000. This crucial leadership position offers an exciting opportunity to oversee and coordinate all aspects of the Division of Psychosocial Medicine. The Division is made up of nine separate programs and services that offer services to a low income, culturally diverse group of patients. Most of these patients are medically indigent and have a complex psychosocial and medical problems. The Division is made up of a Neuropsychology Service, a Psychiatric Consultation Service, a Psychosomatic Medicine Service, a Consultation Service, a large outpatient mental health clinic, the San Francisco Rape Treatment Center, the Emergency Department High Risk Case Management Program, an Integrated Primary Care Mental Health program, and a Clinical Services Outcome Research Program. The Division provides services to more than 4,000 unduplicated patients a year. The incumbent will assume a leadership role in all aspects of the Division including directing, organizing, planning, and evaluating the administration of the Division. The incumbent will oversee all teaching and training aspects of the Division including the teaching of medical students, psychiatric residents, primary care residents, pre-and post-doctoral psychology, social work, and nursing intern assignments to the Division. The Director must have a proven track record in seeking and obtaining additional funding for the Division. The incumbent must possess excellent written and verbal communication skills and must be able to foster and support clinical services research within the Division. The ideal candidate must possess a minimum of 5 years experience in clinical or public administration, program development, and must have excellent interpersonal, teaching skills, and experience in supervising a multidisciplinary staff. Must be able to demonstrate strong leadership, the ability to have clearly demonstrated experience and commitment in working with a culturally diverse, low income patient population. Experience working in a general hospital setting and with patients with severe psychosocial problems, cognitive impairment and/or substance abuse problems. Experience in managing multiple programs and providing a variety of services (i.e. case management, consultation, inpatient and outpatient treatment, individual and group psychotherapy and neuropsychological services) is desirable. The applicant must possess a Ph.D. in clinical psychology from an APA-approved program and must be at least 5 years post-Appl. Bilingual applicants are strongly encouraged to apply. Application deadline is November 1, 1999. Please send a letter of interest, resume, and names and addresses of three references to: Susan Brekus, Department of Psychiatry, Suite 7M, San Francisco General Hospital, 1011 Potrero Avenue, San Francisco, CA 94110. UCSF is an equal opportunity/affirmative action employer. The University undertakes affirmative action to ensure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and for special disabled veterans. CA19

UC SAN FRANCISCO Faculty Position Program Director, Opiate Treatment Outpatient Program The Department of Psychiatry of the School of Medicine, University of California, San Francisco (UCSF) is seeking a clinical psychologist to serve as the Program Director of the Opiate Treatment Outpatient Program (OTOP), Division of Substance Abuse and Addiction Medicine, at San Francisco General Hospital, a major teaching hospital at UCSF. The position is in the clinical series at the Assistant Professor level and is available on December 1, 1999. This crucial leadership position offers an exciting opportunity to develop, oversee and coordinate all nonmedical clinical and administrative aspects of the program. The incumbent will provide expert clinical service and leadership and be responsible for coordinating the outpatient program's activities in individual, group, and couples therapy, emergency psychiatric assessment, and current addiction treatment interventions; provide clinical supervision to licensed and unlicensed staff; participate in coordination of student placement and trainee education; participate in research efforts which UCSF clinicians conduct; participate in multiple psychology internships; oversee QI activities; prepare written reports, grants, contracts; participate in budget activities; represent the Program at meetings within the hospital, Community Health Network, outside agencies and committees; conduct research in substance abuse treatment, with particular emphasis on research findings; and provide culturally competent services and supervision by demonstrating knowledge and understanding of the drug addiction process, beliefs, history and customs of the diverse patient populations as they relate to addiction treatment. The program director must have completed a PhD or PsyD in Clinical or...
Counseling Psychology at an APA-accredited graduate program; must possess a valid California license in Psychology; must possess, a minimum of 2 years’ experience in working in a student mental health center, providing clinical supervision, and substance abuse or mental health administration. The candidate must have clearly demonstrated experience and commitment in working with a culturally diverse, low income and medically indigent patient population. Bilingual applicants are strongly encouraged to apply. Application deadline is November 1, 1999. Please send a letter of interest, resume, and names and addresses and telephone numbers of three references to: Susan Breckhuis, Psychiatry, Suite 7M, San Francisco General Hospital, 1001 Potrero Avenue, San Francisco, CA 94110. UCSF is an equal opportunity, affirmative action employer. The University undertakes affirmative action to assure equal employment opportunity for underrepresented minorities and women, for persons with disabilities, and Vietnam era veterans and special disabled veterans. CA20

COLORADO

UNIVERSITY OF DENVER - Department of Psychology: Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 2000. The primary requirement for this position is excellence in research and teaching. We particularly encourage applications from individuals with interests in developmental psychopathology, multicultural research, or pediatric psychology, but will seriously consider individuals with other interests in clinical psychology. Send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to Child, Developmental Committee, Department of Psychology, University of Denver, Denver CO 80228. We will give priority to applications received by December 1, 1999 but will consider applications until the position is filled. The University of Denver is committed to enhancing its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities. CO:20

The Department of Psychology, University of Colorado, Boulder, invites applications for two tenure-track positions in Cognitive Neuroscience. One appointment will be at the rank of Associate or Full Professor, and one is expected to be at the rank of Assistant Professor. Applicants should send a Curriculum Vitae, a statement of research and teaching interests, example research papers, and at least three letters of recommendation to: Ms. Deborah Aguilar, Administrative Assistant, Department of Psychology, University of Colorado, Boulder, CO 80309-0345. Inquiries may also be sent to Rolf A. Peterson Jr., Chair—Cognitive Psychology, (303) 492-4210, lpbourne@psych.colorado.edu. Applications should include letters of interest, curriculum vitae, statement of research and teaching interests, and three letters of reference. The University of Colorado at Boulder is committed to diversity and equality in education and employment. CO2

DISTRICT OF COLUMBIA

CHAIR, DEPARTMENT OF PSYCHOLOGY, THE GEORGE WASHINGTON UNIVERSITY: Invites applications for a faculty position at the Associate Professor level to strengthen the Department's graduate program in Cognitive Psychology. The ideal candidate would have completed a Ph.D. program in Cognitive Psychology, a strong record of research, and a commitment to teaching. Submit a letter of interest, curriculum vitae, statement of research and teaching interests, and three letters of reference to: Dr. Rolf A. Peterson, Chair, Department of Psychology, The George Washington University, Washington, DC 20052. The George Washington University is an Equal Opportunity/Affirmative Action employer. Members of minority groups and women are especially encouraged to apply. DC2

GEORGE WASHINGTON UNIVERSITY INDUSTRIAL/ORGANIZATIONAL AND/or APPLIED PSYCHOLOGY: Opening for an Assistant Professor to begin in Fall 2000 in Industrial/Organizational and/or Applied Psychology. The department has several cross-program areas of research strength, such as Health Psychology and diversity issues. Send a letter of interest, curriculum vitae, statement of research and teaching interests, qualifications, and three letters of reference to: Dr. Rolf A. Peterson, Chair, Department of Psychology, The George Washington University, Washington, DC 20052. The George Washington University is an Equal Employment Opportunity/Affirmative Action employer. DC3

FLORIDA

UNIVERSITY OF MIAMI Assistant Professor, Child Division (CHILD CLINICAL OR APPLIED DEVELOPMENTAL): The University of Miami invites applications for an Assistant Professor position in Child Clinical Psychology. The University of Miami is an Equal Opportunity/Affirmative Action Employer. FL1

Health Psychology/Psycho-Oncology. The UNIVERSITY OF MIAMI Department of Psychology, in collaboration with the Sylvester Comprehensive Cancer Center, invites applications for a tenure-track position at the rank of Associate or Full Professor to join a program in Cognitive Neuropsychology. Preference will be given to candidates with a research background in cognitive and/or neurocognitive functioning related to cancer, and with a track record of publishing and granting success. The University of Miami is an equal opportunity/affirmative action employer, and strongly encourages applications from women and minority candidates. The George Washington University is an Equal Opportunity/Affirmative Action Employer. FL1

The Department of Psychology at the GEORGE WASHINGTON UNIVERSITY invites applications for a tenure-track position at the rank of Assistant Professor to join a program in Cognitive Neuropsychology. Preference will be given to candidates with a research background in cognitive and/or neurocognitive functioning related to cancer, and with a track record of publishing and granting success. The University of Miami is an equal opportunity/affirmative action employer, and strongly encourages applications from women and minority candidates. The George Washington University is an Equal Opportunity/Affirmative Action Employer. FL1

Health Psychology/Psycho-Oncology. The UNIVERSITY OF MIAMI Department of Psychology, in collaboration with the Sylvester Comprehensive Cancer Center, invites applications for a tenure-track position at the rank of Associate or Full Professor to join a program in Cognitive Neuropsychology. Preference will be given to candidates with a research background in cognitive and/or neurocognitive functioning related to cancer, and with a track record of publishing and granting success. The University of Miami is an equal opportunity/affirmative action employer, and strongly encourages applications from women and minority candidates. The George Washington University is an Equal Opportunity/Affirmative Action Employer. FL1

Assistant Professor, Adult Clinical Psychology, UNIVERSITY OF MIAMI, fall 2000. Special interest in candidates with background in anxiety disorders and/or personality disorders. Requires Ph.D. in Clinical Psychology and research record. More information at www.psych.miami.edu. Applications will be reviewed until the position is filled. Submit CV and three letters of reference to: Dr. Rolf A. Peterson, Chair, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. Minorities and women are encouraged to apply. The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL2

ECKER COLLEGE Psychologist: Assistant Professor. Health Psychologist. Tenure track. Ph.D. beginning fall semester 2000. Teaching responsibilities will include courses in health psychology, one semester of a year-long course in statistics and research design, abnormal psychology, supervision of the discipline's internship program, and periodic participation in the college's freshmen and general education programs. Preference will be given to candidates who have significant teaching experience and a record of grant support. Applicants should send a Curriculum Vitae, a statement of research and teaching interests, a list of publications, and three letters of recommendation to: Search Committee, Department of Psychology, Eckerd College, St. Petersburg, FL 33701. The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL3

ECKER COLLEGE Psychologist: Assistant Professor. Health Psychologist. Tenure track. Ph.D. beginning fall semester 2000. Teaching responsibilities will include courses in health psychology, one semester of a year-long course in statistics and research design, abnormal psychology, supervision of the discipline's internship program, and periodic participation in the college's freshmen and general education programs. Preference will be given to candidates who have significant teaching experience and a record of grant support. Applicants should send a Curriculum Vitae, a statement of research and teaching interests, a list of publications, and three letters of recommendation to: Search Committee, Department of Psychology, Eckerd College, St. Petersburg, FL 33701. The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL3

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new building, with offices, seminar and teaching classrooms, a student computer room, and a 3-room research suite. Send curriculum vitae, including copies of transcripts, teaching evaluations, and three letters of recommendation to Jim MacDougall, Ph.D., Coordinator of Psychology, Eckerd College, 4200 54th Ave. S., St. Petersburg, FL 33711. EOE FL4

GEORGIA

The Department of Psychology at GEORGIA STATE UNIVERSITY announces a search for a tenure-track faculty positions at the Assistant/Associate Professor levels beginning Fall, 2000. We seek broadly-trained, outstanding candidates who can establish nationally competitive research programs, and who have a strong interest and can contribute effectively to graduate and undergraduate instructional programs, and university and national services. Candidates who can teach graduate courses in the History of Psychology and who can contribute to more than one graduate program area are especially encouraged to apply. The Department of Psychology currently supports graduate programs in Clinical Psychology, Community Psychology, Developmental Psychology, Neuropsychology and Behavioral Neurosciences, and Social/Cognitive Psychology (see www.gsu.edu/~psych). Current positions are for 1) a Behavioral Neuroscientist (Ph.D., Ph.D., M.D., M.D.) with an independent research program in behavioral neuropharmacology or related neurosciences; who uses state-of-the-art techniques to link basic neuroscience research with clinical problems (e.g., animal models of addiction, affective disorders, eating disorders, aggression, or cognitive deficits such as amnesia and autism), and 2) an Personality Psychologist who can fill one of a variety of needs in the Department. Examples of the types of backgrounds of primary interest and need include: A cognitive psychologist with a significant research and publication record in an area of complex/higher-order cognition such as learning, language, reading, math, executive function, problem solving, reasoning, or decision making. Preference will be given to candidates who are cross-trained in neuroscience, social, developmental or quantitative psychology. A developmental psychologist with strong theoretical interests and an active research program in cognitive and/or social development with typical, atypical, and/or ethically diverse populations with a focus in early or middle childhood. A personality psychologist with an established research program in personality and individual differences that bears upon social, clinical or cross-cultural behavior. Preference will be given to candidates whose research focuses on behavioral genetics or biological orientations. 3) Clinical Psychologist who can satisfy one of a variety of needs in the APA accredited Clinical Psychology Program, including those which involve strengthening the collaboration between the Clinical and Community Programs, and another which involves enhancing the behavioral orientation within the Clinical Program. All applicants must hold a Ph.D. from an APA accredited Professional Psychology Program (Clinical or Clinical-Community) and have at least one year of supervised post-doctoral clinical experience that qualifies for Georgia licensure at the time of appointment. Examples of the types of backgrounds of primary interest and need include: A candidate for a joint appointment in the Clinical and Community Psychology Programs. Although the area of research is open, candidates who have been trained in community psychology or who focus on community-based prevention or intervention research with ethnically diverse populations are particularly encouraged. A candidate with expertise in clinical behavior analysis, single case research methodology, functional assessment, and behavioral interventions. Applicants with interests in any clinical population will be considered, although those having linkages to areas of current research and interests are particularly encouraged. Application: To apply, applicants should send a letter of application that (1) specifies which of the above listed positions they are applying for, (2) describes their academic and research/scholarship interests, (3) discusses their philosophy of teaching, and (4) outlines their professional accomplishments and future goals. In addition, they should send a curriculum vitae, one copy of selected publications, and should arrange for three letters of recommendation to be sent to the Psychology Search Committee, P.O. Box 5010, Atlanta, GA 30302. The applications must be received by October 15th, 1999 to be considered during the first selection review. However, applications will be accepted until the positions are filled. GEORgia State University is an Equal Opportunity/Affirmative Action Institution. GA2

ILLINOIS

ASSISTANT PROFESSOR in Language Science. The Department of Communication Sciences and Disorders at NORTHWESTERN UNIVERSITY seeks a full-time, tenure track, faculty position beginning September 1, 2000. Applicants must have demonstrated expertise in experimental approaches to semantic and/or syntactic processing. Individuals with interests in either child or adult language processing are encouraged to apply. Preference will be given to candidates with research interests that mesh with those of the current faculty, in particular those whose work has implications for language disorders. Responsibili-
DEPARTMENT invites applications for a full-time tenure-track Assistant Professor position in Cognitive Psychology. Although our preference is to hire at the Assistant Professor level, we may consider exceptional candidates at higher ranks. The exact area of cognitive research interest is open, but candidates should have experience working with candidates with interests in memory. The primary criteria for appointment will be excellence in research and teaching, and will continue until the position is filled. Applicants should send a vita, representative reprints, a brief statement of interest, and three letters of reference to: Stephen Daniels or Victoria Woeste, Co-Chairs, Appointments Committee, Department of Psychology, Illinois Institute of Technology, 800 W. Lake Shore Drive, Chicago, Illinois 60611. Email: sdaniels@iit.edu or vwoeste@nwu.edu or s-daniels@nwu.edu. This announcement may also be found on the ABF website http://www.abf-sociological.org.

ILLINOIS STATE UNIVERSITY NORMAL/BLOOMING­TON QUANTITATIVE/COM­PUTER APPLICATIONS - The Department of Psychology at Illinois State University invites applications for a tenure-track position as an Assistant Professor. The large, diverse student body includes undergraduate majors and over 150 graduate students, including doctoral and specialist students in School Psychology and master's students in Clinical, Counseling, Developmental, Educational, Experimental, Industrial/Organizational, and Measurement/Statistics. The successful applicant will teach statistics, research methods and computer applications at the undergraduate and graduate levels, conduct independent and collaborative research, supervise theses and dissertations, provide consultation in statistics and research design, and contribute to curriculum reform involving the incorporation of technology into courses. The position begins August 21, 2000, but preferably January 1, 2000. Salary is competitive. Doctorate or AB degree required. Application should include evidence of completed teaching in psychology, curriculum vitae, and three letters of recommendation. Send application materials to Dr. Karen Williams, Chair, Quantitative/Computer Applications Search Committee, Department of Psychology, Illinois State University, Campus Box 4620, Normal, IL 61790-4620, kwilli@ilstu.edu (309) 438-8169, Fax (309) 438-5789. Additional information is available at http://www.cas.ilstu.edu/psychology/index.html. "Illinois State is an equal opportunity/affirmative action employer encouraging diversity." II.3

THE UNIVERSITY OF ILLINOIS AT URBANA­CHAMPAIGN invites applications for a full-time tenure-track position in Mathematical Modeling at the Assistant/Associate Professor level (Ph.D. required). The area of research interest is open, but candidates should have experience working with candidates who are pursuing cognitive, psychological, and computational studies in the area of mental systems. The position is open to candidates whose work focuses on computational models of cognitive processes and their development, experimental and computational modeling of brain mapping (hemodynamic or electrophysiological), lesion or neuropsychological studies, and computational modeling. The position is open to candidates whose work focuses on computational models of cognitive processes and their development, experimental and computational modeling of brain mapping (hemodynamic or electrophysiological), lesion or neuropsychological studies, and computational modeling. The position is open to candidates whose work focuses on computational models of cognitive processes and their development, experimental and computational modeling of brain mapping (hemodynamic or electrophysiological), lesion or neuropsychological studies, and computational modeling. The position is open to candidates whose work focuses on computational models of cognitive processes and their development, experimental and computational modeling of brain mapping (hemodynamic or electrophysiological), lesion or neuropsychological studies, and computational modeling.

Cognitive Neuroscientist - The Department of psychology at the University of Illinois at Urbana-Champaign invites applications for a full-time tenure-track Assistant Professor position (Ph.D. required). Salary is dependent upon experience and qualifications. Application review begins November 1, 1999 and continues until the position is filled. Applicants should send a vita, representative reprints, a brief statement of interest, and three letters of reference to: Dr. Janice M. Juraska, Department of Psychology, 603 E. Daniel St., Champaign, IL 61820; Affirmative Action/Employer.

IRVING B. HARRIS FELLOWSHIP IN CHILD DEVELOPMENT AND PUBLIC POLICY - The Harris School at the University of Chicago seeks applicants for one-year, full-time positions in childhood development and policy research and analysis. Full tuition and $10,000 stipend awarded. Application deadline is December 1, 1999. Further information and application materials can be obtained at http://www.cas.ilstu.edu/psychology/index.html. "Illinois State is an equal opportunity/affirmative action employer encouraging diversity." II.3

THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN invites applications for a full-time tenure-track position in Mathematical Modeling at the Assistant/Associate Professor level (Ph.D. required). The exact area of research interest is open, but we are seeking candidates with strong substantive interests as well as quantitative sophistication. The primary criteria for appointment will be excellence in research and teaching. The position will begin August 21, 2000 but preferably January 1, 2000. Salary is competitive. Doctorate or AB degree required. Application should include evidence of completed teaching in psychology, curriculum vitae, and three letters of recommendation. Send application materials to Dr. Karen Williams, Chair, Quantitative/Computer Applications Search Committee, Department of Psychology, Illinois State University, Campus Box 4620, Normal, IL 61790-4620, kwilli@ilstu.edu (309) 438-8169, Fax (309) 438-5789. Additional information is available at http://www.cas.ilstu.edu/psychology/index.html. "Illinois State is an equal opportunity/affirmative action employer encouraging diversity." II.3

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DEVELOPMENTAL PSYCHOLOGIST: Tenure-track Assistant Professor position at Purdue University, beginning August, 2000. Applicants with expertise in any area of Developmental Psychology are encouraged to apply. Send vita, statements describing teaching and research interests, and names of three references to Chair, CRP Search Committee, Department of Psychology, 402 N. Blackford Street, Indianapolis, IN 46202. Applications must be received by February 15, 2000. EOE.

CLINICAL PSYCHOLOGISTS: Two tenure-track Assistant Professor positions in clinical psychology at Purdue University, beginning August 2000. One position will be in child clinical psychology and the other in adult clinical psychology. Applicants must have a Ph.D. from an APA-accredited clinical psychology program, be pursuing an exemplary research program, and have the potential to obtain external research funding. Responsibilities will include maintaining a productive research program, directing graduate student research, and teaching undergraduate and graduate courses. Applicants should submit a description of current research and teaching interests, vita, reprints of publications, and three letters of recommendation. Application review begins November 1, 2000, but applications will be accepted until the position is filled. Women and minority candidates are especially encouraged to apply. EEO/AA.

IOWA

The Department of Psychology at the UNIVERSITY OF IOWA has two tenure-track positions available: one in Cognitive Neuroscience and Developmental Psychology beginning in the academic year 2000. Applicants must have Ph.D. in Psychology, and be oriented toward research. Individuals should have a strong record of research and commitment to excellence in teaching and research. Applicants should submit a letter of application, vita, statement of research interests, and names of three references to: Professor Thomas Berndt, Department of Psychology, University of Iowa, 112 McCaffrey Hall, Iowa City, IA 52242-1407. Applications will begin reviewed on December 15, 1999. EEO/AA.

KANSAS

The Psychology Department at WICHITA STATE UNIVERSITY - BACON ROUGE, LA: The Department of Psychology at Louisiana State University seeks candidates for a faculty position in Industrial and Organizational Psychology. The Department offers a Master's and a Doctoral degree in Community-Clinical Psychology. Applicants must have a Ph.D. in Psychology or another appropriate field. The University has five full-time faculty members and about 15 doctoral students. This position provides an opportunity to work with a diverse group of students and faculty. Successful candidates will be expected to teach courses in Industrial and Organizational Psychology, and develop an area of special interest. Applicants should have a teaching interest in one of more than the following areas: aging, motor control, safety, medical systems, rehabilitation, training and learning, and computer mediated communications. Applications should be sent to: Chair, Search Committee, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803. Review of applications will begin immediately. Salary and benefits are competitive and commensurate with qualifications. EEO/AA.

LOUISIANA

Psychology Department Head: SOUTHEASTERN LOUISIANA UNIVERSITY is seeking applicants for the position of Department Head in the Department of Psychology. The Department of Psychology is a growing, dynamic, multi-disciplinary program with a recent commitment of $4 million to research and training facilities. Applications are invited from candidates who have had administrative experience in a multi-disciplinary setting and who have a record of scholarly and research productivity. The position is open until filled. EEO/AA.

SOUTHEASTERN LOUISIANA UNIVERSITY - BATON ROUGE, LA: The Department of Psychology at Louisiana State University seeks candidates for a faculty position in Industrial and Organizational Psychology. The Department offers a Master's and a Doctoral degree in Community-Clinical Psychology. Applicants must have a Ph.D. in Psychology or another appropriate field. The University has five full-time faculty members and about 15 doctoral students. This position provides an opportunity to work with a diverse group of students and faculty. Successful candidates will be expected to teach courses in Industrial and Organizational Psychology, and develop an area of special interest. Applicants should have a teaching interest in one of more than the following areas: aging, motor control, safety, medical systems, rehabilitation, training and learning, and computer mediated communications. Applications should be sent to: Chair, Search Committee, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803. Review of applications will begin immediately. Salary and benefits are competitive and commensurate with qualifications. EEO/AA.
The Harvard Graduate School of Education expects to appoint to the rank of full professor (with tenure) a faculty member specializing in the study of young children, to work in a department with a strong, interdisciplinary interest in the basic processes of human development. We are seeking someone with a theory-based research program focused on children from infancy to school age. While the specific field of research is open, our ideal candidate would have an interest in bridging between research and practice. The faculty member will be expected to teach graduate students, advise students writing doctoral dissertations, and carry out a strong program of research. The School gives graduate training to students and professionals of diverse backgrounds for positions of leadership in research and practice.

Applicants should send their curriculum vitae, a letter describing their present work and future research plans, three examples of their scholarship, and the names of three or more scholars who would be able to provide references by October 11, 1999, to:

Catherine E. Snow, Chair of the Search Committee
c/o Gail Keeley, Director of Academic Services
Harvard Graduate School of Education
122 Longfellow Hall, Cambridge, MA 02138

Applications from women and minority candidates are especially welcomed. Harvard University is an affirmative action, equal opportunity employer.

MARYLAND
Postdoctoral Research Fellowships SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY PROGRAM Johns Hopkins Postdoctoral human-research fellowships in a stimulating and productive environment with excellent resources. Prepares for a career as independent investigator. HUMAN LABORATORY STUDIES-behavioral and clinical pharmacology of abused drugs (abuse liability testing, drug discrimination, drug self-administration, physical dependence) and anti-drug-abuse medications development. Opioids, cocaine, anxiolytics, caffeine, nicotine. CLINICAL TRIALS OF SUBSTANCE ABUSE TREATMENTS-controlled evaluations of pharmacotherapies and behavior therapies (esp., incentive-based therapies), and their interactions. Opioids, cocaine, nicotine, mixed/other dependence. Start Date: Flexible; some immediately. Eligibility: U.S. citizens or permanent residents. Minorities encouraged. Appropriate forexperimental, physiol, biopsych, neuroscience, clinical, Stipends: lPSHS/NIH stipend levels $25,000-$41,000. Contact: George E. Bigelow, Ph.D., Roland Griffiths, Ph.D. or Maxine L. Stitzer, Ph.D., BPRU, Behavioral Pharmacology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035; bigelow@jhmi.edu. MD1

JOHNS HOPKINS UNIVERSITY, DEPARTMENT OF PSYCHOLOGY: seeks applicants for two tenure-track or tenured positions (rank open) beginning July 1, 2000. (1) Cognitive psychology, including perception, memory, higher-order cognition, and mathematical modeling in any of these areas. (2) Biopsychology/behavioral neuroscience, broadly defined. Send CV (including a statement of research and teaching interests), reprints, and at least three letters of recommendation to either the Cognitive or the Biopsychology Search Committee, Department of Psychology, Johns Hopkins University, Baltimore, MD 21218-2686. Review of applications will begin immediately and will continue until a candidate is selected. Women and members of underrepresented groups are especially encouraged to apply. The Johns Hopkins University is an Equal Opportunity/Affirmative Action employer. MD2

MASSACHUSETTS
THE PSYCHOLOGY DEPARTMENT AT AMHERST COLLEGE has a tenure-track opening at the assistant professor level beginning July 1, 2000. Responsibilities will include teaching two courses per semester, directing senior research projects, and developing an active research program. The successful applicant should have a strong research program and a commitment to teaching. The Amherst College Psychology Department has excellent laboratory, classroom, and office facilities. Amherst College is a private, coeducational liberal arts college with approximately 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Smith, and Mount Holyoke in the Five-College Consortium. Candidates should submit CV, sample preprints/reprints, and 3 letters of reference to: Cognitive Search Committee, Department of Psychology, Amherst College, Amherst, MA 01002. For full consideration submission by October 15, 1999. Amherst College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. The Amherst College Psychology Department has a strong commitment to undergraduate teaching in a liberal arts context and a well-articulated plan for research. The Ph.D. degree must be in hand at time of appointment. Amherst College is a private coeducational liberal arts college with approximately 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and with the University of Massachusetts.
MICHIGAN STATE UNIVERSITY
DEAN COLLEGE OF SOCIAL SCIENCE

Michigan State University invites applications and nominations for the position of Dean, College of Social Science. An individual is sought who can provide leadership for the continuing development of programs in instruction, research and outreach and who will serve as a representative of the College in its interaction with government, foundations and industry. The Dean of the College of Social Science is the chief executive officer of the College and is responsible to the Provost and the President for the general administration of the College.

Michigan State University is a land-grant institution with fourteen colleges enrolling over 40,000 students. The College of Social Science consists of five departments (Anthropology, Geography, Political Science, Psychology, and Sociology), two professional programs in Urban Planning and Landscape Architecture, three professional schools (Criminal Justice, Labor and Industrial Relations, and Social work), two centers (Center for Advanced Study of International Development and the Social Science Center for Integrative Studies), an undergraduate social science program, the Julian Samora Research Institute, the Institute for Public Policy and Social Research and the Women's Studies Program (jointly administered with the College of Arts and Letters). The College has 272 faculty and 4,648 majors, 80 percent undergraduate and 20 percent graduate students. The College provides liberal education in the social sciences for undergraduates throughout the University, and offers bachelors, masters, professional, and doctoral degrees. Further details are available at the college website: http://www.ssc.msu.edu.

Applicants must have an earned doctorate or equivalent, an outstanding record of scholarship and evidence of dynamic leadership. Candidates must meet standards for appointment at the rank of professor (with tenure) in an academic department or school in the College. Applications and nominations are requested as soon as possible, preferably by October 15, 1999. Applications and nominations should be sent to:

Dr. Lynne G. Goldstein, Chairperson
Search and Rating Committee
Dean's Office of Social Science
c/o Office of the President, 450 Administration Building
Michigan State University, East Lansing, MI 48824

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

sets in the Five-College Consortium. Candidates should submit CV, sample preprints/reprints, and 3 letters of reference to: Harvard College Search Committee, Department of Psychology, Amherst College, Amherst, MA 01002. Submission deadline is December 31, 1999. Amherst College is an Equal Opportunity/Affirmative Action Employer, and encourages women and minorities to apply. The administration, faculty, and student body are committed to attracting talented candidates from groups presently under-represented on campus.

MA2

The TUFTS UNIVERSITY Psychology Department is seeking applicants for a tenure-track position at the level of assistant professor in the area of Human Cognitive Neuroscience for September 2000. The individual filling this position must have an active research program with evidence of, or strong potential for, extramural funding. Candidates should have experience in modern neuroscience techniques that further our understanding of cognitive processes. Applicants must be able to teach introductory and advanced courses in their research area, as well as participate in the teaching of quantitatively-oriented laboratory courses in Statistics and/or Experimental Research Methods. Applicants should submit C.V., statement of research and teaching philosophy, three letters of recommendation, and representative scholarly work to: Cognitive Neuroscience Search Committee, Department of Psychology, Tufts University, Medford, MA 02155.

Review of applications begins October 15, 1999 and will continue until the position is filled. Tufts University is an Affirmative Action/Equal Opportunity Employer. We are committed to recruiting the best candidates to our faculty. Members of under-represented groups are strongly encouraged to apply. MA3

WILLIAMS COLLEGE DEPARTMENT OF PSYCHOLOGY: seeks candidates for an anticipated tenure-track position in Clinical Psychology beginning July 1, 2000. The appointment will be at the Assistant Professor level, with the expectation of the Ph.D. in hand or to be completed by September 2000. In exceptional circumstances, a senior appointment will be considered. Area of specialization is open. The normal yearly course load consists of a survey course on Psychological Disorders or Personality and one semester of the psychology section of a team-taught Introductory Psychology course, an advanced research seminar in the candidate's area of interest, and at least one Research Methods course or an upper level seminar. We seek gifted teachers and scholars who can involve students in their research. We offer excellent facilities, research support, highly capable students and competitive salaries. Applications and nominations should be received by November 15, 1999. Send vita, three letters of reference, selected reprints or preprints, and information on teaching experience and effectiveness to: Ms. Laura Forrester, Search Chair, Clinical Psychology Search Committee, Department of Psychology, Williams College, Williamsburg, MA 01267. An Equal Employment/Affirmative Action Employer. Williams College encourages applications from women and members of minority groups especially welcome.

MA4

PSYCHOLOGY OF LANGUAGE in the Psychology Department at the COLLEGE OF THE HOLY CROSS has a tenure-track position in the psychology of language to begin Fall, 2000. Applicants must have or be near completion of the Ph.D., have an active research program, and be committed to teaching in a small, liberal arts environment. Responsibilities include: training seminar courses (e.g., psychology of language) and service courses (e.g., introductory psychology of language); research supervision; directing undergraduates in research and internships; and maintaining an active research program. Specialties and interests include: discourse processes, ASL and deaf culture, language acquisition and development, language acquisition instruction, language development and cultural diversity, and the evolutionary basis of language and communication. The College provides a one-semester sabbatical and sabbatical leave. Applicants should submit a curriculum vita, recent reprints or preprints, and information on teaching experience and potential. Applications from women and members of minority groups are strongly encouraged. MA5

BRANDEIS UNIVERSITY seeks candidates for two positions in the Department of Psychology to begin August 2000. We seek to fill these positions with social or developmental psychologists who have research interests in the areas of aging, life-span development or health psychology. Candidates should be interested in participating in a pre- and post-doctoral training program in Cognitive Aging in a Social Context, which is staffed by faculty from the Department's graduate programs in Social and Developmental Psychology and Cognitive Neuroscience. Candidates should provide evidence of commitment to teaching and research with a strong commitment to both graduate and undergraduate education. Preference will be given to applicants for positions in developmental psychology, social psychology and statistics or research methods (e.g., psychometrics). Applicants should submit a curriculum vita, three letters of recommendation, at least one of which focuses on teaching or teaching potential, letter of appointment, at least one of which focuses on teaching or teaching potential, and send all materials to: Patricia Kramer, Chair, Psychology Department, College of Arts & Sciences, Box 85, Brandeis University, Waltham, MA 02454. Applicants from minority groups are encouraged. MA6

HARVARD UNIVERSITY. The Department of Psychology anticipates making two appointments at the assistant or (untenured) associate professor level to begin July 1, 2000. One appointment will be in the area of experimental psychopharmacology and the other will be in the area of developmental psychology. Candidates with strong research and teaching interests in either of these areas are invited to submit a vita, recent reprints or preprints, and have at least three letters of recommendation sent to: Beverly Douhan, Department of Psychology, Harvard University, 33 Kirkland St., Cambridge, MA 02138. Applications should be received by November 1, 1999. Applicants from women and members of minority groups are especially welcome. Harvard University is an Affirmative Action/Equal Opportunity Employer. MA7

BRANDEIS UNIVERSITY seeks candidates for two positions in the Department of Psychology to begin August 2000. We seek to fill these positions with social or developmental psychologists who have research interests in the areas of aging, life-span development or health psychology. Candidates should be interested in participating in a pre- and post-doctoral training program in Cognitive Aging in a Social Context, which is staffed by faculty from the Department's graduate programs in Social and Developmental Psychology and Cognitive Neuroscience. Candidates should provide evidence of commitment to teaching and research with a strong commitment to both graduate and undergraduate education. Preference will be given to applicants for positions in developmental psychology, social psychology and statistics or research methods (e.g., psychometrics). Applicants should submit a curriculum vita, three letters of recommendation, at least one of which focuses on teaching or teaching potential, and send all materials to: Patricia Kramer, Chair, Psychology Department, College of Arts & Sciences, Box 85, Brandeis University, Waltham, MA 02454. Applicants from minority groups are encouraged. MA6

September 1999

APS OBSERVER
The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking an outstanding clinical psychologist for a tenure system appointment. Review of applications will begin on November 15, 1999. The position carries an instructional load and requires graduate level teaching. Application deadline is November 15, 1999. The successful candidate will be expected to develop a strong research program and to contribute to the graduate program in psychology. The Department of Psychology at Michigan State University is committed to diversity and encourages applications from women and minorities. Applications should be sent to: Chair, Committee on Tenure, East Lansing, MI 48824-1117. MSU is an Equal Opportunity/Equal Access Employer. M13

EASTERN MICHIGAN UNIVERSITY: Tenure-track position available for Ph.D. in Clinical Psychology beginning Fall 2000. Requires Ph.D. in Clinical Psychology from an APA accredited program, internship in APA accredited program, and eligibility for Michigan licensure in psychology. In addition, the ideal candidate has demonstrated research productivity that enhances our program and potential for future extramural funding. Review of applications will begin December 1, 2000. Applications should include three letters of reference. Send to: Chair, Department of Psychology, 525 East University, Ann Arbor, MI 48109-1109. EMU is an Equal Opportunity/Equal Access Employer. M15

The UNIVERSITY OF MICHIGAN (ANN AAROR) Department of Psychology invites applicants for a tenure-track position in the area of clinical neuropsychology. Pending approval by the College of Literature, Science and the Arts, the position will begin on September 1, 2000. We seek an individual with interests in diffuse or focal problems such as movement disorders, neurodegenerative disorders (e.g., Alzheimer’s disease, Parkinson’s disease, Huntington’s disease, and multiple sclerosis), and mood disorders. Applicants with expertise in animal models of depression or anxiety would be particularly welcome. The successful candidate will be expected to develop a strong research program in the context of the broader departmental needs, including an emphasis on understanding the neural basis of human emotion and motivation. The Department of Psychology at the University of Michigan is committed to diversity and encourages applications from women and minorities. Application deadline is September 15, 1999. Review of applications will begin December 1, 1999. Applications should be sent to: Chair, Department of Psychology, University of Michigan, 525 East University, Ann Arbor, MI 48109-1109. The
The Department of Psychology at the UNIVERSITY OF MICHIGAN (ANN ARBOR) invites applications for an anticipated full-time, tenure-track position in the area of Quantitative Behavioral Sciences. Pending approval by the college of Literature, Science and the Arts, the position will begin September 1, 2000. The primary criterion for the appointment is excellence in research and teaching. Although the specific research area of interest is open, we are especially interested in candidates for whom mathematical modeling or psychometrics is a critical part of their psychosocial research. Quantitative researchers from all substantive areas of psychology are encouraged to apply. Applications should include recent publications, a statement of research and teaching interests, and three letters of recommendation no later than November 15, 1999 to: Chair, Quantitative Behavioral Science Committee, Department of Psychology, University of Michigan, 1200 Beal Avenue, Ann Arbor, Michigan 48109-1109. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

The UNIVERSITY OF MICHIGAN (ANN ARBOR) Department of Psychology invites applications for an anticipated full-time, tenure-track position in the area of organizational cognition and decision-making. Pending approval by the College of Literature, Science and the Arts, the position will begin September 1, 2000. We seek an individual with research and teaching interests in how social structure affects group information processing (attention, memory, and integration) and decision making. Responsibilities include research and undergraduate teaching in cognitive and organizational psychology, and development of a curricular vitae, at least three letters of reference, copies of reprints and preprints, and statements of research and teaching interests no later than November 15 to Chair, Organizational Cognition and Decision-Making Search Committee, Department of Psychology, University of Michigan, Ann Arbor, MI 48109-1109. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

MINNESOTA

The Marvin D. Dunnette Distinguished Professorship in Industrial and Organizational Psychology at the UNIVERSITY OF MINNESOTA seeks nominations and applications for the Marvin D. Dunnette Distinguished Professorship in Industrial and Organizational Psychology, a tenure-track position in Industrial/Organizational Psychology at the rank of assistant professor. Preference will be given to candidates with several years of experience at this rank, with commensurate evidence of an emerging program of research. Highly qualified applicants without such experience will also be considered. Applicants' research emphasis should focus on the psychology of individual differences, or on aspects of complex decision making, as it impacts effective organizational behaviors. We are particularly interested in candidates who will complement the current I/O faculty and broaden the programs coverage of various subfields within I/O psychology. Applications will be accepted until the position is filled. For further information and requirements for the Ph.D. in psychology, or a closely related field by August 15, 2000, and developed an exemplary research record that is commensurate with time since the Ph.D. The successful candidate will be expected to maintain a strong program of research, including teaching undergraduate and graduate courses, and contribute to the service needs of the department, college, and university. Salary will be competitive.

The Dunnette endowment offers significant research support (funding of a research project for an initial term of three years) and the possibility of an extension of such support for an additional 3 years. This is a full-time, nine-month position. The beginning date for this position is August 28, 2000. Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness that might take the form of a brief narrative of teaching experience, student or peer evaluations, or summaries thereof, to: Appointments Committee, Department of Psychology, University of Minnesota, N218 Elliot Hall, 75 East River Road, Minneapolis, MN 55455-0344. Please reference your letter of application on "Position #773." Review of applications will begin on November 1, 1999 and continue until the position is filled. Further information and applications will be available on the University of Minnesota's website.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The Department of Psychology at the UNIVERSITY OF MINNESOTA seeks nominations and applications for a full-time, nine-month, tenure-track faculty position in I/O Psychology at the rank of Associate Professor or Professor, depending on the applicant's current position and consistent with the ability to maintain a strong program of research, including teaching undergraduate and graduate courses, and contribute to the service needs of the department, college, and university. Salary will be competitive. The beginning date is negotiable. Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness that might take the form of a brief narrative of teaching experience, student or peer evaluations, or summaries thereof, to: Appointments Committee, Department of Psychology, University of Minnesota, N218 Elliot Hall, 75 East River Road, Minneapolis, MN 55455-0344.

Senior Consumer Analyst Position

Unilever Research U.S. has an opening in its expanding Consumer Science department. The candidate should have a M.S. degree in psychology, sensory science, statistics or related fields with strong quantitative skills (applied research experience a plus). Computer skills and competency with statistical packages (e.g., SAS, SPSS, BioMed, S-Plus) are required (SAS preferred). Experience in univariate, multivariate and non-parametric statistics with demonstrated understanding of the rationale/scientific basis of these data analysis techniques is a must. Excellent interpersonal and time management skills essential. Must also have good written and oral communication skills. Main responsibilities include experimental design, hypothesis generation, study execution, in-depth data analysis/interpretation and report writing. Other duties include assisting with database management and data retrieval/queries.

Unilever Research US is one of the six Unilever research facilities around the world and is based in northern NJ across the Hudson River from Manhattan, NY. Our scientists are responsible for personal-care product innovations for numerous well-known global brands such as Pond's, Dove and Elizabeth Arden. Unilever Research US offers a competitive salary, comprehensive benefits (including relocation assistance), and unique opportunity to develop your competencies in an environment that fosters both creativity and learning. For consideration, please contact:

Kim Burke
Human Resources Department
Attn: COS position
Unilever Research US
45 River Road
Edgewood, NJ 07020

PRE-ANNOUNCEMENT FOR COUNSELING AND PERSONALITY SEARCHES

The Department of Psychology at the UNIVERSITY OF MINNESOTA announces two upcoming searches for tenure-track or tenured positions in Counseling Psychology and Personality Psychology. Descriptions of these positions and the application process will be posted on our website http://www.psych.umn.edu in October and in the November issue of this publication.

NEW HAMPSHIRE

Assistant Professor, Social/Personality Psychology: The Department of Psychological and Brain Sciences at DARTMOUTH COLLEGE expects to make a tenure-track appointment at the rank of Assistant Professor (entry-level or
advanced in social/personality psychology effective July 1, 2000. Applications representing any specialization in either of these areas, both in the U.S. and abroad, are welcome. The successful candidate is expected to provide high-quality teaching at the undergraduate level and in one of the University’s social/personality program, and to have exhibited excellence in research. The social area is one of four areas (along with cognitive/perception, behavioral neuroscience, and cognitive neuroscience) in the department. Dartmouth College is an Equal Opportunity/Affirmative Action Employer and applications from women and minorities are especially encouraged. Please send a letter of application, a curriculum vita, papers or reprints, and arrange for three letters of recommendation to: Search Committee, Department of Psychology & Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover, NH 03755. The review of applications will begin December 1, 1999 and continue until the position is filled. NH1

POSITIONS AVAILABLE The Department of Psychology and Brain Sciences and The Center for Cognitive Neurosciences at Dartmouth College announce two openings in the area of human cognitive neuroscience starting in the fall of 2000. Candidates will be expected to teach in at least one aspect of cognitive neuroscience research and committed to excellence in teaching. Of the two openings, one is at the assistant professor level, and one is open as to rank. The Department of Psychological and Brain Sciences and The Center are jointly housed in new facilities and will have a variety of brain imaging modalities available including MRI, ERP, and fMRI. For candidates at the assistant professor level, post-doctoral training is desirable. Dartmouth College is an equal opportunity/affirmative action employer and applications from women and minorities are especially encouraged. For further information, please contact: Chair, Search Committee. Candidates for either position should submit a letter of application, vita, and at least three letters of recommendation to: Cognitive Neuroscience Search Committee, Department of Psychological and Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover, NH 03755. The review of applications will begin on October 30, 1999, and continue until the positions are filled. NH2

NEW JERSEY CENTER FOR MOLECULAR & BEHAVIORAL NEUROSCIENCE RUTGERS UNIVERSITY, NEWARK CO-DIRECTORS: CATHERINE L. TALLAL & IAN CREESE One tenure-track faculty position in behavioral/cognitive neuroscience is available at the assistant professor level. Scientists with a research focus on brain/behavior relationships, who would be stimulated by the integrative focus and collaborative environment of the Center for Molecular and Behavioral Research, are encouraged to apply. Research areas include, but are not limited to, brain imaging, neuroplasticity, neural basis of learning, attention, memory, speech, auditory processing, motor activity, integration, emotion, psychophysics and behavioral genetics. State of the art human and animal laboratory equipment and animal facilities are available. A doctoral program in Behavioral and Neural Sciences is available in the Center. Neuroscientists interested in brain/behavior relationships that effect human mental or neurological disorders are particularly encouraged. Applicants should send CV, three letters of references and a brief letter stating research goals and philosophy to: Dr. Paula Tallal, Rutgers University, Center for Molecular & Behavioral Neuroscience, 197 University Avenue, Newark, New Jersey 07102. Rutgers University is an affirmative action/equal opportunity employer. NJ1

RUTGERS UNIVERSITY PSYCHOLOGY DEPARTMENT Four positions, open for Fall 2000 or 2001, are for tenure track assistant professors, but appointments at a more advanced level will be considered for exceptional candidates. Clinical Psychology. Although a record of excellence in empirical research is important, any specific area of scholarship, candidates whose research is linked strongly to the cognitive or behavioral neurosciences, whose research is in experimental psychopathology or any area of treatment process/treatment outcome, are particularly encouraged. The program is strongly committed to a clinical scientist training model. Candidates should be eligible to obtain a New Jersey license to practice psychology. Social/Personality/Organizational Psychology. We seek candidates with specialization in one or more of the following: I. Any aspect of Social Cognition, especially research on dyadic relationships. Expertise in cognitive psychology/cognitive science would be an asset; II. Any aspect of Personality/Self Psychology, especially research on self and social identity (e.g., the role of the self in intergroup relations or in motivation and emotion; or research investigating cross-cultural differences in the construction and meaning of identity). The ideal candidate would have experience in evolutionary psychology, neuroscience/biological psychology, statistics, or advanced research methods; and III. Psychophysiology, especially research on pharmacology, psychophysiological processes in physical disease; II. Health promoting and health-damaging behaviors; III. Adaptation to physical disease. Expertise in the Department of Psychology SYRACUSE UNIVERSITY The Department of Psychology at Syracuse University anticipates four tenure-track positions at the advanced assistant professor level. The positions are to support two new Departmental initiatives: The Allport Project – an innovative active learning program – and the Center for Health and Behavior – a leading graduate research site with strong University and external support.

Responsibilities of each position include teaching (2 courses per semester) at the undergraduate and graduate level, doctoral advising in one of the Department’s graduate programs (Clinical, Experimental, School, Social), establishing a program of externally funded research, and committee service. We seek candidates committed to teaching and research who wish to affiliate with the Center and Allport Project, who enjoy collaborating with other behavioral health researchers, and are capable of obtaining extramural support.

The four positions (and related graduate programs) are: (1) Sexual Health (Clinical program). A strong scholar committed to research on the primary prevention of HIV or other STDs, or on the reduction of unintended pregnancy. Teaching may include health psychology, human sexuality, and/or abnormal psychology; (2) Cognitive Aging (Experimental program). A strong scholar to teach courses in experimental methods and statistics, social cognition, and/or in cognitive neuropsychology or cognitive neuroscience; (3) Health and Behavior (any program). A strong scholar with a research program in an area such as personality and health, stress-related illness, or social psychophysiology. Teaching may include personality, health psychology, behavioral medicine, or psychophysiology; (4) Life-Span Developmental Health Psychology (any program). A leading scholar with an active research program in any area of life span health psychology, to teach courses exploring the interrelationships among cognition, social behavior, and health across the life span.

The Department of Psychology has 26 full-time faculty, 6 research faculty, 80 graduate students, and 400 undergraduate majors. Long-standing collaborations with faculty of the SUNY Health Sciences Center (adjacent to the Psychology Department) offer excellent opportunities for interdisciplinary research in a metropolitan area with diverse ethnic, adult, and elderly populations. Syracuse University, a private research university with more than 800 full-time faculty and 18,000 students in its 14 schools and colleges, presents many opportunities for personal and professional development. The City of Syracuse and surrounding area offer many lifestyle advantages, including a modest cost of living, excellent cultural and recreational opportunities, affordable housing, excellent primary and secondary educational systems, and an international airport.

Applicants should submit a curriculum vita, a letter indicating the position to which they are applying with a brief statement of research and teaching interests, and representative reprints/preprints to Dr. Craig Ewalt, Chair of Psychology, Search Committee for (Position Title), 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2348. Applications should also arrive for three letters of reference to be sent to this address. Individuals who will enhance our efforts to address ethnic, gender, and cultural diversity concerns are strongly encouraged to apply. Syracuse University is an affirmative action/equal opportunity employer. Applications received by November 5, 1999 will receive full consideration. NY3

APRIL OBSERVER

September 1999
genetic or neuropsychological factors in physical disease, and/or in the use of biostatistics and multivariate models used in health research, is desirable. Cognitive Neuroscience. We seek candidates with major research programs that analyze cognitive structure and function, and that model processes on neural systems. Candidates are sought whose work employs one or more of a range of approaches, including behavioral, computational and neuroimaging studies. The particular area of specialization is less important than the innovation and strength of the approach. Post-doctoral experience is particularly desirable. Please send a curriculum vitae with representative reprints, and arrange for three letters of recommendation to be sent to the appropriate Search Committee, Department of Psychology, Rutgers University, 182 Frelinghuysen Rd., Piscataway, NJ 08854-8020. Applications should be sent by 12/1/99. Rutgers University is an Equal Opportunity/Affirmative Action Employer.

NEW YORK

COLUMBIA UNIVERSITY seeks an Assistant Professor in the Department of Psychology, in the area of cognitive and social development, with specializations in either graduate or undergraduate education. The appointment can begin July 1, 2000. Candidates should provide evidence of excellence in research and a strong commitment to graduate and undergraduate instruction. Applications should be submitted with a 3-5 page vita, copies of relevant papers, and arrange for three letters of reference to: Cognitive Psychology Search Committee, Department of Psychology, Columbia University, 1160 Amsterdam Avenue, MC 5001, New York, NY 10027. Applicants from minorities and women are encouraged. Columbia University is an equal opportunity/Affirmative Action/Equal Opportunity Employer.

SEXUALITY RESEARCH FELLOWSHIP PROGRAM: Provides dissertation and postdoctoral support ($29,000 and $38,000 respectively) for social and behavioral science research on sexuality. Joint application from fellow applicant and research advisor/associate required. Applications for academic year 2000-01 are due by Dec. 15, 1999. For more information write: Sexuality Research Fellowship Program, SSCS, 130 W. 39th St., Ste. 1002, New York, NY 10018.

THE DEPARTMENT OF PSYCHOLOGY AT BARNARD COLLEGE seeks an Assistant Professor who specializes in Cognitive Psychology. The candidate will be expected to teach courses and advise theses in both undergraduate and graduate programs. The candidate will also be expected to establish an active, independent research program in an area of specialization available in the department at the University of North Carolina, Chapel Hill (Sensation and Perception and related areas). Regular participation in the Division of Multidisciplinary Studies. Please send a curriculum vitae, including a five-year teaching and research plan, a statement of research interests, and three letters of recommendation to: Cognitive Search, Department of Psychology, Barnard College, Columbia University, 3009 Broadway, New York, New York, 10027. Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic, and social backgrounds.

STATE UNIVERSITY OF NEW YORK AT BUFFALO. The Department of Psychology anticipates five openings for appointments starting in Fall, 2000. (1) Clinical Psychology. Two positions: One assistant professor and one rank open. Specialization in treatment outcome research, child or adult psychopathology, children and families, or health psychology is desirable. (2) Behavioral Neuroscience. Assistant or Associate Professor. Evidence of funded or fundable research into the neurophysiological/neuroanatomical/molecular basis of behavior, learning, emotion. (3) Cognitive Psychology. Assistant or Associate Professor. Specialization in social cognition, categorization, attention, or memory desirable. (4) Social Psychology. Assistant Professor. Social specialization. For all positions, candidates should have record of published research. (5) Senior Position there should be evidence of ability to attract external funding. Applications will be evaluated upon receipt with the closing date November 1, 1999 or until position is filled. Send curriculum vitae, a letter of application, and three letters of recommendation to: Cognitive Psychology Search Committee, Department of Psychology, Park Hall, SUNY at Buffalo, Buffalo, NY 14260. SUNY is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply. NYS

NORTH CAROLINA

The Women's and Gender Studies Program at NORTH CAROLINA STATE UNIVERSITY is seeking applications for a tenure-track assistant professor position to contribute to its new initiative on women and gender in science and engineering. Ideal candidates should have a Ph.D. in a social science field or a social science background with a strong background in feminist scholarship, a research record in women's studies, and expertise in or commitment to feminist scholarship. The Women's and Gender Studies Program reports to the Division of Multidisciplinary Studies. Please send a letter of application, vita, and three letters of recommendation to: Chair, Department of Psychology, North Carolina State University, Raleigh, NC 27695-8202, by November 15, 1999.

OHIO

THE COLLEGE OF WOOSTER is seeking an Assistant Professor of Psychology. Wooster is a selective liberal arts college, entering fall 2000, to teach undergraduate courses and advise undergraduate research theses. Courses to include Sensation and Perception with laboratory section, Introductory Psychology, and Statistics and Experimental Design on an alternating basis. Applicants should arrange to have three letters of reference sent to the Psychology Search Committee. Wooster is an Equal Opportunity/Affirmative Action Employer. Send CV, sample of academic writing, and three letters of recommendation to: Chair, Department of Psychology, The College of Wooster, Wooster, OH 44691. Deadline: November 1, 1999. OHIO

NEVADA

UNIVERSITY OF NEVADA, LAS VEGAS seeks an Associate Professor of Psychology for the fall 1999 semester. The candidate should be an expert in an area of specialization that complements the existing faculty and will have demonstrated excellence in teaching, research, and service. The candidate is expected to teach two courses per year, and will include an undergraduate laboratory course and an upper level seminar. Send statement of research and teaching interests, CV, reprints, and letters of recommendation to: Professor Mary A. Charney, Chair, Psychology Search Committee, School of Behavioral Sciences, University of Nevada, Las Vegas, Las Vegas, NV 89154-4032. Nevada is an equal opportunity/affirmative action employer.

WISCONSIN

THE UNIVERSITY OF WISCONSIN-MADISON is seeking a full-time faculty member to teach Introduction to Psychology in the fall of 2000. Introductory Psychology is a popular course and the University of Wisconsin-Madison is the leading provider of introductory psychology courses in the state of Wisconsin. The position requires a Ph.D., strong performance in teaching, and a commitment to research and service in the areas of psychology. Applications should be sent to: Chair, Department of Psychology, University of Wisconsin-Madison, Madison, WI 53706-1378. Applications will be reviewed until the position is filled. The University of Wisconsin-Madison is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

WISCONSIN-GRANTHAM UNIVERSITY seeks an Assistant Professor of Psychology to teach courses and advise students in Psychology. Students include those seeking a Bachelor's degree in Psychology with certification in Secondary Education, and those seeking an Associate Degree. A Ph.D. in Psychology is desired, but an earned Master's degree in Psychology with a strong performance in teaching, and a commitment to research and service in the areas of psychology. Applications should be sent to: Chair, Department of Psychology, University of Wisconsin-Madison, Madison, WI 53706-1378. Applications will be reviewed until the position is filled. The University of Wisconsin-Madison is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.
The Ohio State University Invests in Psychology

(Columbus, OH) As part of a multi-million dollar plan to move selected departments to top tier status in their disciplines, The Ohio State University will provide the OSU Psychology Department with continuing funds to hire up to eight additional senior faculty (advanced associate professor to distinguished full professor level). In addition, the University has recommended constructing a $35,000,000 state of the art extension to the recently renovated psychology building, Lazenby Hall (pictured right).

By virtually every measure, the Department of Psychology is one of the premier departments at Ohio State and has a distinguished record in the field of psychology. The department currently has 54 faculty members, 1,200 undergraduate majors, and about 150 Ph.D. students spread across nine core areas of graduate training. As part of the selective enhancement plan, the department will hire several outstanding senior faculty in the areas of behavioral neuroscience, clinical psychology, cognitive psychology, social psychology, and quantitative psychology over the next four years.

Outstanding candidates in all of these areas are welcome, but preference will be given to individuals whose work is of interest to faculty in multiple areas of the department. Salary is dependent on the candidate’s level of experience and credentials.

Research specialty for both positions is open, but would prefer one of the following areas: Child Clinical, Health Psychology/Behavioral Medicine, or Adult Psychopathology. Both candidates will be expected to provide clinical supervision for students in our departmental clinic, to serve as a research mentor for undergraduate and graduate students, and to teach graduate and undergraduate courses in one or more of the following areas: introductory psychology, abnormal psychology, and personality (undergraduate level), and psychopathology, behavior therapy, and personality assessment (graduate level). Two positions in Cognitive Psychology - one at Assistant Professor and one at Assistant or Associate level. The successful candidate will have expertise in one of the following areas: memory, attention, problem solving, decision making, language, or cognitive neuroscience. Special consideration will be given to those who also have Developmental interests in addition to a primary interest in cognition, as these two areas reflect the joint interests of our current experimental faculty members. Candidates will be expected to supervise undergraduate and graduate research, and to teach some, but not all, of the following courses: introductory psychology, developmental psychology, experimental psychology (with lab), and cognitive psychology. The department has 18 faculty members and offers Ph.D.s in both experimental and clinical psychology. The Clinical Program, APA-accredited since 1971, uses the scientist-practitioner model in training, with subspecialties available in Clinical Child, Behavioral Medicine/Health Psychology, and General Clinical.

Salary is dependent on the candidate’s level of experience and credentials. The Ohio State University is an Equal Opportunity Employer and encourages applications from under-represented groups.

NOMINATIONS AND APPLICATIONS

Nominations and applications of candidates are welcome. Nominations should provide the name and address of the nominee and a brief statement of their contribution to psychology. Applications should include a curriculum vitae along with the names and addresses of three individuals who could provide letters of recommendation. Review of materials will begin immediately and continue until the positions are filled. Nominations and applications should be addressed to:

Selective Investment Committee
Department of Psychology
The Ohio State University
1865 Neil Avenue Mall
Columbus, Ohio 43210-1222

Please include your email address so that we are able to acknowledge receipt of your nomination or application.

The Ohio State University is an equal opportunity employer and encourages applications from under-represented groups.

OKLAHOMA

OKLAHOMA STATE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY. A joint program is operating applications for four anticipated full-time tenure track positions beginning August, 2000. All candidates must have completed a Ph.D. from a recognized department or a Ph.D. degree. Candidates for clinical positions must have received their training from an APA-accredited training program and have completed an APA-approved Clinical Psychology Internship. Candidates are expected to: have a strong background in and dedication to scholarly activity, and to interact well with colleagues and students. Candidates must also demonstrate the capacity to maintain a high quality research program leading to scholarly productivity in the form of publication, presentations, and grantsmanship; to supervise undergraduate and graduate student research; and to have experience or potential to teach. Competitive salary and start-up funds are available. Normal teaching load is two courses per semester. Two positions in Psychology - one at Assistant Professor and one at Assistant or Associate level.
Psychology, or Psychology of Diversity, promising opportunities in Abnormal Psychology and Community Psychology may also be available in the future. In addition, there is a need to teach introductory Psychology and either Psychology Methodology or Statistics.

Application deadline: November 29.

PSYCHOLOGY/Neuroscience: The candidate will teach an upper-level course in Physiological Psychology (to include sleep, drugs, and a lower-division course in Learning and Motivation. In addition, the candidate must demonstrate knowledge of Psychology and either Psychology Methodology or Statistics and Advanced Statistics. Ph.D. in Psychological Psychology, Neuroscience, or Psychology is required. Application deadline: December 15, 1999. Candidates for all three positions are expected to develop and seek external funding for an active research program that involves undergraduates and holds promise of national recognition. Strong teaching credentials, strong computing skills, and an appreciation of the role of research at an undergraduate level. Applications should include: (1) a Vita; (2) a statement of educational philosophy, research interests, and teaching experience; (3) evidence of teaching effectiveness; (4) examples of scholarship; and (5) three letters of recommendation. Send to: Dr. Thomas Schoeneman, Chair, Department of Psychology, Lewis & Clark College, Portland, OR 97219 (e-mail: schoen@lclark.edu). Lewis & Clark College is an Equal Opportunity Employer and encourages the applications of women and minority candidates. OR1

The psychology department at REED COLLEGE invites applicants with a Ph.D. in Developmental Psychology (with diversity an asset) to apply for a tenure-track position at the Assistant Professor level to begin August, 2000. The position, involving one semester in a staff-taught introductory course, teaching three additional semester courses, and advising senior thesis projects, candidates should demonstrate excellent teaching and research potential and a commitment to guiding high quality undergraduate research. Applications should include: vita, a statement of research and teaching interests, three letters of recommendation, and materials that will help us assess research and teaching potential. Review of applications will begin November 15, 1999. Mail to: Allen Neuringer, Chair, Psychology Search, Reed College, Portland, OR 97202; FAX: 503-777-7785; e-mail: neuringer@reed.edu. Reed College is an EO Employer. OR2

Pennsylvania

The Department of Psychology at the UNIVERSITY OF PENNSYLVANIA plans to hire a tenure track position to begin in August, 1999. We are particularly interested in individuals addressing fundamental issues in the evolution of social behavior, behavioral ecology, cognition, or communication in natural populations of animals. The successful applicant must show evidence of a vigorous research program, promise of leadership in his or her field, and a commitment to ongoing teaching and graduate education. Teaching will include contributions to two undergraduate programs, Psychological and the Biological Basis of Behavior. Please provide a CV including a statement of research and teaching interests. Up to three recent publications should be submitted. The evaluation process will begin November 15. Applications should be sent to: Dr. Thomas Schoeneman, Chair, Department of Psychology, University of Pennsylvania, 3815 Walnut St., Philadelphia, PA 19104-6196. Applications will be reviewed until April 30, 1999. OR3

UNIVERSITY OF PENNSYLVANIA: Pending administrative approval, the Psychology Department at the University of Pennsylvania is looking to fill tenure track positions in several areas, including developmental psychology, organizational and social psychological areas, and related areas. We welcome applications from candidates with strong research programs, including psychology, including anthropology, economics, political science, and social psychology. Send letters of recommendation to: Dr. Thomas Schoeneman, Chair, Department of Psychology, University of Pennsylvania, 3815 Walnut St., Philadelphia, PA 19104-6196. Applications will be reviewed until June 30, 1999. OR4

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer. OR5

Penn State Harrisburg

Associate Professor Child Health Psychology. The Psychology Program at Penn State Capital College, Harrisburg campus, in conjunction with The Children's Hospital of the Commonwealth, Harrisburg, PA, is recruiting for a Child Health Psychology position at the Associate Professor level. This is an opportunity for a psychology graduate with an interest in the psychology of children's mental health, developmental psychology, and related areas. The successful candidate will be responsible for teaching and advising upper-level undergraduate and graduate courses, as well as clinical supervision. Applications should include a vita, a statement of research and teaching interests, curriculum vitae, and three letters of recommendation. Send these materials to: Dr. T.J. Jones, Chair, Psychology Search Committee, 3812 Walnut St. Philadelphia PA 19104-6196. For appointments that begin September 1, 1999, applications should be received by May 15, 1999. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce. OR6

Carnegie Mellon University

The Department of Psychology, which includes research programs in social, perceptual, experimental, and cognitive psychology seeks to fill two positions in the broad

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area of information technology and social behavior, as evidenced by a professorship and a research position at the assistant professor level, but will consider candidates at any level. Candidates should have a Ph.D. and evidence, information systems or a related discipline and a strong record of research on information technology and social behavior, organizational or societal behavior or strong evidence of research potential. New hires will contribute to our growing information systems development, as well as elective undergraduate and graduate courses in related areas, such as information systems, Social Aspects of Computing, Computers in Organizations, and Information Economics. Technical skills and experience in information systems development are a plus. To apply, submit a resume, a statement of teaching and research interests, and at least three letters of reference to: Information Technology and Social Behavior, Search, Department of Social and Decision Sciences, Carnegie Mellon University, Pittsburgh, PA 15213-3890. Review of applications will begin on October 1, 1999. More information may be found at: http://sds.hss.cmu.edu/. Carnegie Mellon University is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, minorities, and persons with disabilities. PA7

Two Tenure-Track Assistant or Associate Professor positions, Department of Human Development and Family Studies, College of Health and Human Development, THE PENNSYLVANIA STATE UNIVERSITY. The Department of Human Development and Family Studies is seeking two faculty colleagues whose research focuses on prevention. Applicants should have training and experience in either individual, family, or community level prevention. We are seeking researchers/scholars who take a developmental approach to the prevention process. These faculty join a growing faculty on Prevention Science and assist in building its graduate program. Faculty will also have appointments in the Prevention Research Center (http://www.hhdev.psu.edu/centers/prevent.htm). Foci might include the prevention of problem behaviors (delinquency, school failure, family dysfunction), the promotion of social competence/competencies, the effectiveness of early intervention programs, the development and evaluation of systems change initiatives, and community prevention for children, youth, and families, and experience in applied human development/human services, and social work. The Department of Human Development and Family Studies (http://www.psu.edu/dept/HDFS-administra tion/teaching-research.html) and research programs focused on individual development from infancy through old age, on family structure and function, and on the impact of social/cultural contexts on development and family functioning, and on the design and evaluation of intervention methods to promote development. The Department's multidisciplinary faculty includes experts in biological, psychological, and cultural community psychology, public health, sociology, education, and anthropology. An earned doctorate in psychology and/or a related field is required; knowledge of the behavioral, social, or health sciences and the promise of outstanding scholarly accomplishments are required. Send curriculum vitae (e.g., reprints, preprints, letters from three references) to: Sheila Bickler, Staff Assistant, Prevention Research Center, 4300 Bouquet Drive, Carnegie Mellon University, Pittsburgh, PA 15213-3890. Carnegie Mellon is an equal opportunity/affirmative action employer with special interests in identifying women and minority applicants for faculty positions. PA9

EXPERIMENTAL/APPLIED PSYCHOLOGIST SENIOR ANALYST Established Philadelphia-based pharmaceutical company has a market research position has a research position available for a Ph.D. level experimental psychologist. DataTactics, Inc. is a Philadelphia-based company of 50 companies with consultative and basic market research. We are known for our integration of qualitative and quantitative techniques, especially our sophisticated multivariate data analyses and interpretations. Our protocols employ a variety of decision making, perception, segmentation, and data reduction techniques. Candidates for this position should have excellent analytical and writing skills and the ability to work with both qualitative and quantitative data. Experience/interest in medical and pharmaceutical industries and/or strong interest in physiologic/neuro-psychology would make a strong match. The position offers the opportunity to work with the executive management of the company, a competitive salary, and potential for quick advancement. Send resumes, along with a letter of application, to: Dr. Joyce I. Levy, DataTactics, Inc., 335 Presidential Blvd., Bala Cynwyd, PA 19004. PA10

Social Psychology Tenure-Track UNIVERSITY ANTICIPATES HIRING A tenure-track faculty member in Social Psychology at the assistant professor level. We are looking for a scholar whose research interests are in the areas of ethnic/racial, cultural, sexual, or gender diversity. Preference will be given to candidates with experience in the development of teaching courses in research methods in addition to their core area. Candidates must have an academic advisor for the position. Please submit a curriculum vitae, teaching statement, and three letters of reference. Applications should be received by November 1, 1999. An equal opportunity/affirmative opportunity employer. PA9

CARNegie MELLON UniveRSiTY seeks tenure-track faculty in Organizational Behavior and Theory in the Graduate School of Industrial Administration, for appointment at the untenured level. Candidates should demonstrate achievements in research and/or potential for excellence in research and in teaching. The University is committed to diversity, and the Committee encourages applications from women, minorities, and persons with disabilities. Applications are available at http://www.wcupa.edu. Completion of the Ph.D. is required before the start of the Fall 2000 semester. Applications should include a letter identifying the courses they are prepared to teach, a curriculum vitae, three letters of reference, no more than 3 research papers, and a statement of teaching philosophy. Deadline for the receipt of applications is November 15, 1999. Address applications to: Patricia Cantwell, Faculty Search Committee Chair, Department of Psychology, West Chester University, West Chester, PA 19383. West Chester University is an Equal Opportunity/Affirmative Action/Equal Employment Oppor­ tunity Employer. PA12

SOUTHERN CAROLINA A post-doctoral position in Behavioral Neuroscience is available at the UNIVERSITY OF SOUTH CAROLINA to study craving in animal models of drug abuse. Experience in behavioral testing using drug-seeking behaviors is desirable. Please send cover letter, CV, and three letters of recommendation to: Ronald See, Ph.D., Dept. of Psychology, University of South Carolina, 167 Ashley Avenue, MUSC, Charleston, SC 29425. E-mail: seeer@musc.edu. AA/EEO. SC1

TEXAS SOUTHWESTERN UNIVERSITY - Assistant Professor in Clinical Psychology Full-time tenure-track position in Clinical Psychology beginning August 2000. Area of specialization is open. The successful candidate must have completed the Ph.D. by the start date from an APA-accredited doctoral program with a clinical psychology emphasis. Please send cover letter, CV, and three letters of recommendation to: Chair, Search Committee for Clinical Psychology, Southwestern University, 1123 University Blvd., San Marcos, TX 78666. E-mail: magnuson@swu.edu. AA/EEO. UT2

SOUTHWESTERN UNIVERSITY - Assistant Professor in Clinical Psychology Full-time tenure-track position in Clinical Psychology beginning August 2000. Area of specialization is open. The successful candidate must have completed the Ph.D. by the start date from an APA-accredited doctoral program with a clinical psychology emphasis. Please send cover letter, CV, and three letters of recommendation to: Chair, Search Committee for Clinical Psychology, Southwestern University, 1123 University Blvd., San Marcos, TX 78666. E-mail: magnuson@swu.edu. AA/EEO. UT2

APs Observer September 1999
The Department of Psychology and Neuroscience at Baylor University is accepting applications for tenure-track positions at the Assistant Professor Level. Each position requires graduate and undergraduate teaching as well as an active program of research. One clinical position requires teaching and involvement in an ongoing drug-abuse treatment program in clinical psychology as well as the department’s undergraduate program. Applicants should have completed an APA-accredited Ph.D. program in clinical psychology and have completed an APA-approved internship. Each position is open to both the undergraduate and doctoral levels as well as an active program of applied research, interest in clinical supervision, mentoring of doctoral students, and provision of limited clinical services is expected. The successful applicant will be licensed eligible to obtain a license. Preference will be given to a person with a strong emphasis in family/marital therapy and interests in one or more of the following areas: behavior, personality, multicultural issues in clinical practice, neuropsychological assessment, geropsychology, organizational consultation, administration of mental health delivery systems, chronic mental illness, adolescent, substance abuse, behavioral medicine, clinical psychology, and the teaching of psychology. These programs emphasize behavior, cognitive, perceptual, neuropsychological and/or plasticity issues. This individual will add to our multidisciplinary strengths in systems and in cellular neuroscience, neurophysiology, computational and neural modeling, cognitive neuroscience, and perception. Appointment is tenure-track at the assistant or associate professor level, beginning in the 2000-2001 academic year. For information, contact Dr. L.T. Thompson, Neuroscience Search Chair (tres@utdallas.edu), Cognition and Neuroscience at U.T. Dallas (see www.utdallas.edu/dept/hd) is a strong and growing graduate (Ph.D.) programs, with top academic rat­ ing in teaching, research, and clinical programs; we also offer a B.S. in Neuroscience. Send a curriculum vitae and four letters of reference to Cognition and Neuroscience, University of Texas at Dallas, PO Box 830668–M/S AD23, Richardson, TX 75083–0688. Indication of sex and race are not considered in the selection process. The University of Texas at Dallas is an Equal Opportunity/Affirmative Employment and provider and employers. The University of Utah is an Equal Action/Employer and provides reasonable accommodations to the know disabilities of applicants and employees.

The University of Utah is an Equal Opportunity/Affirmative Action Employer and providers reasonable accommodations to the know disabilities of applicants and employees.

The University of Texas at Dallas is an Equal Opportunity/Affirmative Action Employer and providers reasonable accommodations to the know disabilities of applicants and employees.
but priority will be given to candidates with expertise in the neural bases of impaired memory, attention, or social behaviour. Individuals doing patient-based research are particularly encouraged to apply. Applications will consist of curriculum vitae, copies of representative publications, and arrange to have 3 letters of recommendation sent to: Dr. Jim Olson, Chair, Department of Psychology, University of British Columbia, 2036 West Mall, Vancouver, B.C., V6T 1Z2. CN3

FACULTY POSITION IN PERSONALITY/SOCIAL, MEASUREMENT, OR DEVELOPMENTAL PSYCHOLOGY WITH EMphasis ON UNIVARIATE AND MULTIVARIATE STATISTICS AND EXPERIMENTAL DESIGN. The University of British Columbia invites applications for a faculty position at the Assistant or Associate Professor level in personality/social, measurement, or developmental psychology. Candidates are invited to apply in the following areas: (1) Cultural psychology, (2) statistical consultation, (3) reasoning, or other higher cognitive processes, (4) Clinical psychology. The University of British Columbia is committed to employment equity and welcomes applications from all qualified individuals including women, members of visible minorities, aboriginal persons and persons with disabilities. CN2

The Department of Psychology at the University of British Columbia invites applications for four tenure-track positions, all of which will begin on July 1, 2000. Assistant or Associate Professor in Clinical Psychology. Applications will begin immediately and the positions are budgeted at the Assistant Professor level with the possibility of an appointment at the Associate Professor level in exceptional circumstances. In all cases, we are seeking individuals with strong research records appropriate to a research-oriented doctoral program, who have a strong commitment to mentoring graduate and undergraduate students, and to supervision of graduate student research. Applicants whose research can help build bridges with other UBC departments, or to complementary research strengths in the Department, are particularly encouraged to apply. Applicants are invited to apply in the following areas: (1) Cultural psychology, (2) statistical consultation, (3) reasoning, or other higher cognitive processes, (4) Clinical psychology. Candidates for these positions should be able to complement UBC’s APA and CPA accredited practitio­ner clinical training program, which has a strong emphasis in psychopathology and behavioral medicine. Candidates with an expertise in addictive behavior and prevention are particularly encouraged to apply. Applicants who are able to secure or will be in a position to secure 100% funding for post-doctoral candidates will be given preference. The University of British Columbia is dedicated to the principle of employment equity and encourages applications from women, members of visible minorities, persons with disabilities and persons from other groups that are disproportionately affected by barriers to employment equity. In accordance with Canadian Immigration requirements, priority will be given to Canadians and Permanent Residents of Canada. Applications from all qualified candidates are encouraged. CN1

UNIVERSITY OF OTTAWA: Psychology. Subject to budgetary approval, the School of Psychology of the University of Ottawa anticipates filling three tenure-track positions effective July 1, 2000, at the Assistant or Associate Professor level. The University of Ottawa is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons and persons with disabilities. CN2

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Number P552, must reach The Human Resources Registrar, University of Canterbury, Private Bag 4800, Christchurch, New Zealand, by 30 September 1999. The University has a policy of equality of opportunity in employment.

CLINICAL PSYCHOLOGY THE UNIVERSITY OF CANTERBURY, New Zealand, invites applications for the tenured position of Senior Lecturer or Lecturer (equivalent to US Associate Professor or Assistant Professor) in the Department of Psychology in the subject area of Clinical Psychology. Clinical training in the Department is committed to scientist-practitioner general cognitive-behavioural orientations. Applicants with research interests in any relevant area of psychology will be considered. However, special consideration will be given to the area of Clinical Child and Family Psychology. The appointee will be one of four academic staff responsible for the subject area of Clinical Psychology at the postgraduate level and would have a proven ability in graduate-level teaching for the professional preparation of clinical psychologists. The minimum qualifications on appointment are the Ph.D. degree and a postgraduate professional qualification in Clinical Psychology. The Department of Psychology has a large number of female students and the appointee must be able to provide appropriate academic support for this group. Job sharing or other innovative employment practices could be considered. Applicants should include evidence of their professional and clinical teaching experience in their application. It is expected that evidence will be provided of research productivity and potential, including copies of recent publications. The successful applicant would be working in a strong and forward-looking department dedicated to excellence in research and teaching. The University of Canterbury offers generous leave provisions and support for attendance at international conferences. There are also very good opportunities for private practice in the city and strong links exist between the university and the wider clinical psychology/mental health community. The University is situated in Christchurch, the largest city in the South Island of New Zealand (population 350,000). It has excellent cultural, sporting and social opportunities, and with its geographical position close to the Southern Alps and the Pacific Ocean, it offers abundant opportunities for outdoor recreation. The quality of life is high, and superior housing is available at a reasonable cost. Academic enquiries may be made to Dr Steve Hudson, Director of Clinical Training: s.hudson@psy.canterbury.ac.nz. Full details are available at: www.canterbury.ac.nz, from the address below, or from: acad.appts@regy.canterbury.ac.nz. Applications, quoting Position Number P552, close on 8 October 1999, and must be addressed to The Human Resources Registrar, University of Canterbury, Private Bag 4800, Christchurch, New Zealand.

The University has a policy of equality of opportunity in employment.

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September 1999