• Notes from the Head

Welcome to the first edition of our 2008-09 Departmental newsletter.

Reflecting first on 2007-08, it is clear that the last academic year was a fruitful one for the Department, and many of the exciting developments and significant accomplishments are noted below. And the momentum continues, as the 2008-09 term has started off with great energy. This is evidenced by the successful homecoming celebration, the addition of several new staff members, and progress in the development of a new health psychology program, to name but a few of the activities around the Department! 2008-09 promises to be another great year in the Psychology Department.

I hope you’ll enjoy reading this edition of Psychobabble and keeping up with the exciting developments in our Department, as we continue strengthening our status as a premier Department of Psychology across Canada, North America, and the world.

2007-08 Awards, grants and publications

During 2007-08, members of the Department: (a) received 17 awards; (b) published 8 books, 30 book chapters, and 137 articles and abstracts; (c) gave 39 invited talks and presented 160 conference papers/posters; (d) sat on 24 Editorial Boards (or were Associate Editors); and (e) held 83 grants totaling $14,341,099.

Our students received $1,129,250 in scholarships, awards, and bursaries. It is noteworthy that the Canadian Psychological Association awarded Teresa Grosko, Rene Hiebert, and Solange Lavack-Pambrun Certificates of Academic Excellence based on the quality of their Doctoral theses.

Arts Celebrating Arts

At this annual gathering, many Department members were recognized for their outstanding achievements. Amy De Jaeger for receiving the Graduate Student Thesis Research Award in Child Development; Rayleen De Luca, for the YMCA-YWCA Women of Distinction Award in the Health and Wellness category; Tammy Ivanco for her contributions to research and scholarship; Jason Leboe for having received the Rh Award for Outstanding Contributions to Scholarship and Research in the Social Sciences; Garry Martin for his book, Applied Sport Psychology: Practical Guidelines from Behaviour Analysis, and he and Joseph Pear for...
co-authoring *Behaviour Modification: What It Is And How To Do It*. Dickie Yu received the Faculty of Arts Outstanding Achievement Award, and **Mie Kito** and **Jady Wong** were honoured for receiving the Graduate Student Teaching Excellence Award.

**New initiatives in 2007-08**

**New endowment established**

The sons of Bea Lough (former secretary to the Head) established the Bernice D. Lough Psychology Graduate Award Endowment. This fund will provide bursaries for doctoral students in the Department.

**Public Relations**

**Stuart Kaye, Todd Mondor, Linda Wilson, Marian Morry,** and **Barry Mallin** played key roles in creating a new Department brochure *Graduate Study in Psychology at The University of Manitoba* that is being distributed to potential graduate students and other Departments of Psychology across North America. A complementary poster and folder were also created. Currently, we are working on incorporating some of this material into our tunnel display—so stay tuned.


**New in 2008-09**

**New Hires**

On the personnel front, **Drs. John Arnett** and **Michael Ellery** joined our Clinical Psychology program.

John comes to our Clinical area as Director of Clinical Training and the Psychological Service Centre. John received his doctoral degree in Clinical Psychology from our Department, going on to be the first Head of the Department of Clinical Health Psychology, and a member of staff with the Winnipeg Regional Health Authority. His area of interests relate to neuropsychology, health psychology, professional issues, and clinical training.

Michael completed his doctoral studies in the Department of Psychology at Dalhousie University and a clinical internship at the Centre for Addiction and Mental Health in Toronto. His research focuses on mental health disorders and concurrent substance abuse.

**Drs. Judy Chipperfield** and **Melanie Soderstrom** joined our Developmental area.

Judy completed her doctoral studies in Developmental Psychology here at the University of Manitoba and then went on to work in the Health, Leisure, and Human Performance Research Institute in the Faculty of Kinesiology and Recreation Management. Judy conducts longitudinal studies to examine how older adults' belief systems relate to health behaviours and health outcomes. Judy's research on the psychology of health and aging has been supported by grants and distinguished career awards, primarily from the Canadian Institutes of Health Research. Her research findings have been published in the premier scholarly journals and have had a broad impact, having been highlighted in magazine articles, government reports, and even The House of Commons!

**Teaching initiatives**

The Department’s Teaching Evaluation committee continues to promote excellence in teaching with two new programs. They initiated a teaching colloquium series. The first two lectures on teaching effectively were given by two of our most distinguished instructors: **Bob Altemeyer** and **Jessica Cameron**. Bob and Jessica shared with the audiences their philosophies and techniques for teaching excellence. Consensus from attendees was that both lectures provided great insight into practices for excellent teaching.

A Graduate Student Teaching Support Group was formed, and **Jim Shapiro** organized a number of meetings with graduate students, providing tutorials that are intended to enhance the teaching capabilities of our graduate instructors.

Many thanks to Bob, Jessica, and Jim for these activities and to members of the Teaching Evaluation committee for suggesting these programs.

**Fall Homecoming**

In September, the Psychology Department also held its first University of Manitoba Homecoming Celebration honouring former graduate students. Over the years, the Department has produced an impressive array of graduates who have gone on to assume leadership roles in academia, government, industry, community services organizations and in private practice. This reunion event was a wonderful opportunity to renew acquaintances and celebrate
Two prominent former graduates presented talks. Dr. Philip C. Abrami (Ph.D., 1978), Professor & Director, Centre for the Study of Learning and Performance, Concordia University, Montreal, Quebec, presented a talk entitled “But I Know How My Students Learn: The Psychological Sciences and the Art of Teaching using Technology,” and Mr. Gord Stenhouse (M.A., 1980), Research Biologist & Project Leader of the Foothills Model Forest Grizzly Bear Research Program and Adjunct Professor at the University of Saskatchewan Western College of Veterinary Medicine presented a talk entitled “Grizzly Bear Research and Science in Alberta: Current Status and Future Direction.” In addition to these talks, our graduate students organized tours of our facilities and of the University.

A highlight of the banquet dinner was the renaming of the Psychology Graduate Fellowship Fund to the Graduate Alumni Psychology Graduate Fellowship Fund. Established as an endowment fund, our initial goal is to raise $400,000, the earned interest will fund a graduate scholarship of $14,000 in perpetuity. Joanne Keselman, a graduate of our program, an academic staff member, and the University’s vice-president (research) challenged attendees to donate to the new fellowship fund by committing to match all cash contributions up to $5,000. I am pleased to report that donations from the banquet totaled $3,100. With Joanne’s matching contribution and a similar matching contribution from Psychology, we raised $9,300 for the fellowship fund! Thanks to all for their generous contributions.

**Health Psychology Program**

The Department is making great headway in determining the development and nature of a Health Psychology program. Expect further information about this exciting Departmental initiative. Dan Bailis, Ed Johnson, and Todd Mondor are to be thanked for their work in this area.

• Homecoming 2008

![Phil Abrami](image1)

![Gord Stenhouse](image2)

![Joanne Keselman](image3)

![Jim Nickels and Don Sharpe](image4)
Homecoming 2008

Top-Left: Harvey Keselman & Mary Kuzmeniuk

Top-Right: John Adair & Michel Janisse

Middle: Stuart Kaye, Carl Stevens, Craig Turner, Harvey Keselman

Bottom-Left: Standing - Brenda Cullen, Michel Janisse, Joanne Keselman, John Arnett; Seated - Phil Abrami, Harvey Keselman, Richard Sigurdson, Anne Arnett
I am a gerontological, health psychologist studying older adults to learn about their perceptions of personal control and the corresponding belief systems. As a cornerstone of successful aging, perceptions of control become critical in late life when physical function deteriorates, sometimes from traumatic health crises (e.g., heart attack, hip fracture). I draw on data from interviews conducted with participants in one of the largest (n=9,000) and longest (35 year) existing studies of aging: the Aging in Manitoba Project. I link these interview data to objective physical activity measures (computerized accelerometers) and provincial and national records that document mortality and contacts with the health-care system. The findings emerging from my Laboratory for Aging and Health Research show that believing one can influence/control outcomes (primary control) predicts shorter hospital stays, fewer physicians visits, and 12-year survival. However, despite their protective effects, I suggest that these beliefs can become dysfunctional when they foster proactive approaches that result in repeated failure. In these instances, there are benefits to shifting from a primary- to a secondary-control orientation that is characterized by adjusting personal expectations, comparing oneself to “worse off” others, or positively reappraising outcomes to “see the silver lining.” I am examining the health benefits of these orientations that nicely map onto Niebuhr’s Serenity Prayer: “Grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference,” a wisdom that becomes increasingly important in very late life.

I am very happy to have returned to Winnipeg to rejoin old friends and colleagues, and I look forward to continuing to meet many new friends and collaborators in my new role here at the University. I come to this position after having spent the past two years doing clinical work and treatment outcome research as a dialectical behaviour therapist with the Centre for Addiction and Mental Health (CAMH). My research interests are in concurrent mental health and addiction problems. Previously, in the Dalhousie Gambling Laboratory, I examined the cognitive and behavioural effects of alcohol consumption on playing video lottery terminals. More recently, with colleagues at CAMH, I’ve studied the feasibility of culturally adapting a dialectical behaviour therapy skills group for Aboriginal women with histories of childhood sexual abuse. Plans for upcoming research include: collaborating on the Manitoba Gaming Control Commission’s longitudinal study of gambling among Manitoba youth; examining the neuropsychological underpinnings of gambling problems among motivational subtypes of gamblers in the Problem Gambling Service at CAMH; and collaborating with fMRI scientists at the National Research Council in Winnipeg to better understand possible differences in neurophysiological mechanisms among motivational subtypes of gamblers. Eventually, I hope to broaden the focus of my research to include behaviours from a wide range of impulse control disorders, including suicide and self-harm, violence, theft, fire-setting, in addition to studying substance use and gambling. I am also interested in processes of recovery from addiction and mental health problems. For more information, please check out http://home.cc.umanitoba.ca/~ellery/. Thanks!
I am interested in understanding how infants learn the grammar of their first language. My research employs two primary techniques – perceptual studies in the laboratory examining what infants know about their language and how they acquire that knowledge, and analyses of the speech that infants hear in their everyday life. My work suggests that what infants know about the grammatical properties of their language far outstrips what they are capable of producing themselves. For example, children often fail to produce inflections like the “-s” in “runs” until as late as three years old. Yet 16-month-olds are sensitive to the presence of these markers in the language they are hearing. Infants also bring powerful perceptual mechanisms to the task of language acquisition. They are sensitive to the acoustical properties of their language that provide information about the organization of words in speech. My work also examines the nature of the “language input” itself, and the role this plays in the acquisition process. For example, I have shown that maternal speech to infants outside the laboratory contains some of the acoustical cues that infants respond to in the laboratory. In upcoming projects, I will be looking at infants’ ability to discriminate different kinds of utterances (e.g. declaratives sentences vs. questions), and differences between child care centers and homes in the quantity and quality of language input infants hear.

• New Faculty

Dr. Melanie Soderstrom
Developmental Psychology

The Department welcomed a number of bright and talented new students to our graduate programs this year.

**Applied Behavioural Analysis:** Geneivieve Roy-Wsiaki, Carly Thiessen, Alejanora Zaragoza-Scherman

**Brain and Cognitive Sciences:** Sara Germain, Keri Locheed, Karen Penner, Janine Reynard

**Clinical Psychology:** Christine Henriksen, Tevya Hunter, Kimberly Nozick, Karen O’Brien, Janine Oleski, Sulaye Thakrar

**Developmental Psychology:** Abiola Agbayewa

**School Psychology:** Navneet Dhoot, Nicholas Enns, Natasha Fontaine, Amber Kulczyck, Alexander Peniuta

**Social and Personality Psychology:** Kathleen Fortune
Dr. Cam-Loi Huynh

Methodology

My research interests have essentially originated from my collaboration with other researchers in our department and from my interactions with students and colleagues in my teaching and statistical consulting activities. Since 1996, I have been involved, with Dr. L. Leventhal, in the study of directional two-tailed tests (two-tailed tests that can be used to address the questions of “Which is more?” or “Which is better?”), and type III error rate (i.e., error in getting the direction wrong), cumulating in the development of SAS computer programming codes for the implementation of these procedures using PROC POWER (Huynh, 2005). Opportunities in statistical consulting led me to a series of studies, in association with Drs. Eduard and Shirin Schludermann (retired), on the role of religiosity and factors that influenced academic performance for different ethnic groups in Canada and the U.S. (Schludermann, Schludermann & Huynh, 2000, 2003). The collaboration with my doctoral student, Mr. Ian Clara, has been in the areas of psychometrics (Clara & Huynh, 2003) and latent growth modeling. Latent growth curves depict changes of an attribute or behaviour over time. Ian’s doctoral thesis is an inquiry on the interactive effects of behaviours in causal modeling, still an underdeveloped research domain. My more recent research interests are concerned with the application of statistical model diagnostics (Huynh, 2002), and mixed-effects modeling. The latter incorporates both fixed effects (as in ANOVA and linear regression) and random effects (especially suitable for repeated-measures and correlated data) in a single model functional form. Seven papers on these topics have been presented at the annual meetings of the American Education Research Association in the last three years. Presently, I am working with Dr. J. G. Adair on the trends and patterns of psychology research in the world. Records of publications in more than 50 journals and presentations in international congresses over several decades are being collected and analyzed to determine changes in the “market shares” of U.S. authors versus those in more than 100 other countries and how the globalization, or internationalization, of our discipline is taking shape.

Selected publications:


was improving the clients’ moods by having them change their self-talk. Our methods were influenced by an algorithm I had previously developed for teaching clients to regain, through challenging MS based self deprecatations, their lost sense of enablement. This practicum helped refine the algorithm so that it could be manualized and offered to MS victims in various locales. To date, it has been adopted by a number of depressed MS sufferers in Canada, United States, and Great Britain.

Obesity is a major health issue facing children, adolescents, and adults. It correlates with a panoply of physical ills including type 2 diabetes, cancer, asthma, and heart disease. It also generates many anti-fat attitudes among health professionals, educators, and the general public. Some of our enabling research addresses this obesity stigmatization. Most recently, Teresa Grosko was able to produce reductions in negative thinking toward the obese by using an empathy intervention. Extending this research, Lisa Thouas tested the feasibility of the Stereotype Content Model Empathy Intervention on reducing obesity stigmatization. Hers and Teresa’s results are promising.

Regarding child obesity, so rapid has been its increase over the past 25 years, the World Health Organization calls it an epidemic. Today’s obese boys and girls are confronted by what I call the three D’s of obesity: Discomfort, Disease, and Despair. Paradoxically, the current attempts to reduce both the Discomfort obese children undergo and the Disease risks they face may well have exacerbated the Despair they feel. By so zealously attempting to eradicate obesity in children, we have unintentionally levied a truckload of anti-fat sentiment at obese kids. Many, as a result, feeling great despair, try unwholesome and frankly dangerous nostrums to lose weight fast. Even when weight loss is a medically sound objective (many times it’s not) it must not be attempted through restrictive dieting, taking pills, or obsessive calorie-counting. One of our current enabling efforts is teaching overweight eight to 12 year olds to sensibly deal with their overweight. We are building a manual for them that explains what overweight is and is not, and what they should and should not do about it. Moreover, the manual offers ways for handling weight bullies and jokesters. We plan to test the manual’s impact as well as the feasibility of offering it online.

Selected publications:


DEPARTMENT OF PSYCHOLOGY - FALL COLLOQUIUM SCHEDULE 2008

SEPTEMBER 26
Dr. Jessica Cameron, Teaching Award Recipient 2007-08
Department of Psychology, University of Manitoba
Fall Teaching Colloquium

OCTOBER 3
Dr. Danu Stinson, Department of Psychology, State University of New York at Buffalo
“A self-and-social-bonds model of health and well-being”

OCTOBER 16
Dr. Linda Hayes, Department of Psychology, University of Nevada at Reno
“Toward an interdisciplinary science of culture”

Sponsorship of this presentation was provided by the Department of Psychology and the Manitoba
Association for Behaviour Analysis

OCTOBER 17 – JOHN P. ZUBEK MEMORIAL LECTURE
Dr. Michael Ross, Department of Psychology, University of Waterloo
“The evil that men do lives after them: Responses to historical injustices”

Sponsorship of this presentation was provided by the Department of Psychology and the Faculty of Arts
Endowment Fund

OCTOBER 24
Dr. Murray Singer, Department of Psychology, University of Manitoba
“Validating explicit and implicit statements in language understanding”

OCTOBER 31
Leah Janzen, Communications Manager,
University of Manitoba Department of Public Affairs
“Dealing with the media: What you need to know to promote your faculty”

NOVEMBER 28
Dr. Jane Lawrence
Department of Psychology, University of Manitoba
“Connecting the dots: Investigating neural networks with fMRI”
**Student Research**

**Tiffany Scott**  
**Ph.D. Student**

As a student in the Clinical Psychology program, I have had the opportunity to do clinical work with many individuals. One of the most exciting of these experiences has been a practicum in psychotherapy with older adults. I found my clients to be extremely engaged in the therapeutic process and motivated to make many important life changes. My experiences in this practicum are consistent with mounting research evidence of effective treatment of older adults for mental health problems.

Unfortunately, population health surveys in Canada and other countries have consistently demonstrated a disproportionate underutilization of mental health services by older adults. Equally troubling is that little is known about why older adults are especially unlikely to seek this professional help. The Aging & Mental Health Research Laboratory, under the direction of my advisor, Dr. Corey Mackenzie, is working to address this research gap.

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For my doctoral research, I am examining mental health service use by older adults with anxiety problems. This includes three studies using data from a national population-based survey. The first study examines individual characteristics associated with mental health service use and the second focuses specifically on the role of social support. Finally, the third study examines three important mental health treatment outcomes: treatment satisfaction, perceived effectiveness, and drop-out. It is my hope that this research will provide new and important information that can inform policy, clinical work, and future research in this area.

My research is funded by a SSHRC Doctoral Fellowship and a Manitoba Graduate Scholarship.

**Kelley Robinson**  
**Ph.D. Student**

When we feel hurt, we turn to close others for comfort and support. Ironically, those we trust to care for us in times of need are oftentimes the source of our greatest emotional pains. In collaboration with my advisor, Dr. Jessica Cameron, and the Honours students in our lab (Melanie Damphousse, Tara Galaugher, Lisa Reddoch), I have been studying these paradoxical relationship contexts.

Currently, I am developing a measure of negative responses to feeling hurt by those we love (Harmful and Unfavourable Relationship Tendencies; HURT). Because conflict and hurt feelings are unfortunate inevitabilities in close relationships, our reactions to unsettling relationship events are important indicators of relationship functioning. Little attention has been paid to damaging, non-violent relationship behaviours that impact relationship feelings and general health and well-being.

When Jack feels rejected by his partner, does he do subtle, irritating things to sabotage her day? When Jill’s best friend makes her angry, does she take control by presenting ultimatums? The HURT will help to assess people’s tendencies to resort to certain behaviour-types (e.g., indirectly aggressive, controlling) when feeling hurt. Pilot testing suggested that people tend to react differently to hurts perpetrated by family members, friends, and romantic partners. Later, I will investigate these target-specific differences.

Our lab is currently investigating individual differences and antecedents to destructive relationship behaviour. We expect that insecurity, low social goals, and low self-regulatory abilities will predict higher HURT scores. In the future, I will examine the congruence of self- and significant others’ reports on the HURT, its predictive value in real life observations and laboratory manipulations, and positive (i.e., relationship-promotive) responses to hurt feelings.
Dr. Kim Saudino
Boston University

I attended the University of Manitoba from 1986 to 1992. During that time I obtained both my master’s and doctoral degrees in Developmental Psychology. My advisor was Dr. Warren Eaton. Under his guidance I conducted a small twin study examining genetic influences on objectively-assessed activity level in infants and toddlers. After obtaining my doctoral degree I was awarded a postdoctoral fellowship from the Social Sciences and Humanities Research Council of Canada (SSHRC) to study developmental behaviour genetics with Dr. Robert Plomin at the Pennsylvania State University.

Following my three years at Penn State, I moved to Boston where I am presently an Associate Professor in the Psychology Department at Boston University. I am also director of the Boston University Twin Project. My primary research area is the etiology of individual differences in temperament in infancy and early childhood. I use genetically-sensitive designs (e.g., twin and adoption studies) to disentangle genetic and environmental influences on temperament, personality, and related behaviours (e.g., behaviour problems). Activity level, an individual’s customary level of energy expenditure through gross motor movement, and a core dimension of nearly every temperament theory, remains my particular area of interest. My research focuses on understanding why children differ so greatly in their activity levels, the factors that bring about developmental change in activity level, and the significance of early activity level as a predictor of later childhood behaviours. This research has been funded by grants from the SSHRC and the National Institutes of Mental Health (United States) and has been published in such journals as Child Development, Developmental Psychology, the Journal of Abnormal Psychology, and the Journal of Personality and Social Psychology. Much of this work has its foundations in the excellent training I received at the University of Manitoba.

My current research is a longitudinal twin study of activity level in early childhood. The Boston University Twin Project is the first to use mechanical motion recorders (actigraphs) in addition to parent and observer ratings to assess genetic and environmental contributions to continuity and change in activity level in early childhood. Using a multi-method, multi-situation approach, we have assessed the activity level of over 300 pairs of twins at 2 and 3 years of age. A unique feature of this study is the use of multiple measures of activity level in the twins’ home environment and within structured laboratory situations. Questions about developmental change in activity level have been asked before but the results are equivocal because of a reliance on ratings-based measures traditionally used to assess temperament. Moreover, behavioural genetic studies of child temperament have been criticized for relying on a single measure within a single context (usually parent ratings in the home). This study addresses these criticisms by using multiple methods across different contexts, and provides a more complete picture of the etiology of activity level in early childhood. Interesting results are emerging from this research. For example, we have found situation-specific genetic effects and measure-specific genetic effects on activity level. In terms of genetic influences, how you measure activity level and where you measure activity level matters! My graduate students are also interested in genetic influences on behaviours in early childhood. Recent dissertations have focused on genetic and environmental contributions to individual differences and children’s imitative behaviours and on the temperament dimension of inhibitory control. We hope to follow this research up by examining the twins when they’re in middle childhood.
An Invitation to our Alumni

A lot of new things are happening in the Department and we would like to keep you abreast of these events. With our newsletter, we are attempting to reach all of our alumni, firstly, to bring you up-to-date information on what’s new in the Department, and secondly, to ask if you can support one or more of the scholarship, lecture, and colloquium funds that we have established. We would also like to hear about what you have been doing since graduating with a degree in psychology from the University of Manitoba. Let us know what position you currently hold, tell us about your family, etc. We would like to share this information with staff and students and other former alumni, through features such as those in this issue. In short, let’s hear from you!

I would like to make a contribution to one or more of the following:

- **Graduate Alumni Psychology Graduate Fellowship Fund**
  
  To provide support to incoming graduate students.

- **Bernice D. Lough Psychology Graduate Award**
  
  To support graduate students.

- **John P. Zubek Memorial Lecture**
  
  The Department of Psychology maintains an endowment fund to support the annual Dr. John P. Zubek Memorial Lecture. A distinguished psychological researcher is invited to deliver this lecture each year. In addition to honouring the memory of Dr. Zubek, this lecture enriches the education of students and provides an opportunity for faculty members to meet and discuss common research interests with a distinguished scholar.

- **John G. Adair International Distinguished Lectureship**
  
  Established on the retirement of John Adair, Professor Emeritus of the department, with the specific purpose of bringing a distinguished psychologist from outside North America to the department every second year.

Donations to these Department of Psychology funds, or general inquiries about supporting research at the University of Manitoba, can be sent to:

University of Manitoba
Department of Development
179 Extended Education Complex
Winnipeg, Manitoba R3T 2N2
Phone: (204) 474-9195
Toll-free: 1-800-330-8066
Fax: (204) 474-7635

Email: development@umanitoba.ca
Web site: umanitoba.ca/admin/private_gifts/

An official tax receipt will be mailed under Revenue Canada Taxation Registration Number 11926 0669 RR0001. The information you provide will be collected and maintained by the University of Manitoba in order to facilitate communication and to assist in our advancement and development efforts.

I want to help the Department of Psychology by making a monthly pledge of:

- $5
- $10
- $50
- $100

or I want to make a gift of $________________ to the Department of Psychology to be paid:

- Annually
- Semi-Annually
- Quarterly

I wish to contribute by means of payment:

- Visa
- Mastercard
- American Express
- $100
- $500
- Other $ ___________________

Card Number: ____________________________________
Expiry date: ______________________________________
Signature: _______________________________________

Pre-authorized payment (please use voided cheque payable to the “University of Manitoba” and reference “Department of Psychology”). For recognition purposes, I wish to remain anonymous.

Name: __________________________________________
Address: ________________________________________
City: _________ Province: _____ Postal Code: _______