Hello everyone and welcome to *Psychobabble* for January 2011.

This past 18 months has been a challenging one for us. As I wrote last time, a fire in the Duff Roblin building on March 28, 2009 resulted in its closure, and the dispersion of Psychology faculty, staff and students to temporary offices and labs across campus. Although the fire itself affected only a small part of the building, smoke, soot and water damaged most of it and the time required to make repairs has stretched right into September of this year. In fact, it is only recently that Faculty and Staff finished unpacking boxes and settling back into their ‘home’ spaces.

As Head of the department, I am very proud of the efforts and dedication that all members of the department put into minimizing any disruption to our undergraduate and graduate instruction, and research programs. The efforts of the department’s support staff were particularly noteworthy in this regard. Although we have come to expect excellent service from our support staff, their effectiveness this year has been, frankly, astonishing given the circumstances under which they have been required to work, and the extraordinary burdens which they have had to handle.

Their efforts were recognized with a Team Excellence Award in a university-wide competition held by Learning and Development Services. Support staff were presented with this award at a reception held in their honour.

Despite the disruption caused by the fire, academic life in the department continued and our faculty and students were able to maintain their excellent scholarly work. Indeed, in the past year, members of the...
the department
- published 5 books, 26 book chapters, 100 journal articles and abstracts,
- gave 10 invited talks,
- presented 92 conference papers/posters,
- sat on 12 Editorial Boards (or were Associate Editors),
- held 65 grants totaling $1,900,294,
- received $1,288,878 in student scholarships, awards, and bursaries, and
- received 22 awards including:
  - **Rayleen De Luca** received a University of Manitoba, Outreach Award, and a YMCA-YWCA - Woman of Distinction Award, and the The Clifford Robson Award from the Manitoba Psychological Society in recognition of her “distinguished contribution to the profession of psychology.”
  - **Lisa Dreger** was awarded the Vineberg Prize for her paper “Lower cortisol levels in children with asthma exposed to recurrent maternal distress from birth.”
  - **Steve Hladkyj** was the winner of last year’s Department Teaching Award.
  - **Randy Jamieson** was honoured with a Faculty of Arts Teaching Excellence Award in the ‘new faculty’ category.
  - **Corey Mackenzie** received an Establishment grant from Manitoba Health Research Council.
  - **Garry Martin** was named Distinguished Professor Emeritus and also received the Canadian Psychological Association Award for Distinguished Contributions to Education and Training in Psychology.
  - **Ray Perry** was named Distinguished Professor.
  - **Robert Stupnisky** was awarded the University of Manitoba Distinguished Dissertation Award.
  - **Dickie Yu** was honoured with an Outstanding Mentorship Award from the Association for Behavior Analysis International.

**New Awards**
The past year has seen the creation of two new awards, one designed to foster research by outstanding undergraduates, and the other to recognize an outstanding graduate student. The Psychology Undergraduate Research Experience (PURE) award was developed to increase the involvement by top undergraduates Honours students in research. Five awards of $6,000 each were awarded to undergraduate students in 3rd or 4th year of an Honours program in Psychology to support 4 months of full-time employment in an active lab under direct supervision of a Psychology faculty member.

The Psychology Graduate Student STAR award was created to recognize the efforts of a graduate student who has excelled in Service, Teaching and Research activities. The inaugural recipient of this award was Tamara Anson who, in her few years as a student in our program has published two papers in refereed journals, served as a teaching assistant for the honours seminar class, and held a leadership position within the graduate students group as a chair of the Graduate Association of Students in Psychology.

**New Faces**
We have a very strong group of 31 new graduate students beginning their studies in our department this year (see p. 4). These students have come to our department from all over North America and I am confident that their enthusiasm and drive will help them excel in their studies.

In addition to new graduate students, we are very fortunate to have added three outstanding new faculty members to our department. Drs. Mary Caruso-Anderson, and Javier Virués Ortega have joined our Applied Behaviour Analysis area, and Dr. Debbie Kelly joins our Brain and Cognitive Sciences group as a Canada Research Chair in comparative cognition. Mary, Javier and Debbie bring new knowledge and skills to our department and I anticipate that all three will quickly find success both in the lab and in the classroom. More information about each faculty member can be found in the New Faculty section of this newsletter (pp. 3-5).

Over the past few months, all faculty, staff and students will have been ‘repatriated’ to Duff Roblin. I expect that this return to our familiar surroundings, and comfortable offices and properly outfitted labs, will help our faculty and students to be even more successful in the coming year.

Best wishes for a great year ahead!
I am honoured to join the faculty at the University of Manitoba and want to express my gratitude for the hearty welcomes and advance warnings about the winter weather.

My research examines differences in the behavioural mechanisms that underlie the problem, adaptive, and social behaviours comprising the behaviour phenotype in developmental disabilities. The relationship between behavioural traits and an individual’s genetic status is often presumed to be causal and the very definition of phenotype as “the physical expression of genes throughout the lifecycle” illustrates the strong connection between genetic expression and observable behaviour. This connection has long been acknowledged, yet our understanding of the complex interplay of environmental and biological factors that produce the observed behavioural outcome is in its infancy. Direct links between genes, the bio-behavioural processes they mediate, and observable behaviour have, to date, been elusive. One of the guiding principles of my research is that links between genes, biological processes, and behaviour can be established by increasing specificity in the way we describe the behaviour phenotype.

By focusing on basic behavioural mechanisms such as reinforcement and stimulus control my research seeks to identify “functional” differences in behavior across genetic disorders, rather than describing behaviour topographically. In my previous research I found that individuals with genetic disorders such as Down and Fragile X syndromes, engage in problem behaviour to obtain access to qualitatively different types of reinforcers. For example, individuals with Down syndrome more often engage in problem behaviour to gain access to attention, supporting the view of this behaviour phenotype as “social and friendly,” while individuals with Fragile X syndrome (who are often described as shy and avoidant) engage in problem behaviour to escape task demands and other aversive situations. Currently, I am investigating the reinforcement and discrimination processes involved in social anxiety and social indifference in Fragile X syndrome and autism. My goal is to move toward functional descriptions of these social behaviours and to examine bio-behavioural processes such as cortisol reactivity that mediate them.
• New Faculty

Dr. Debbie Kelly

Brain & Cognitive Sciences

I graduated from the University of Alberta with a PhD in Psychology and Biological Sciences. I completed two postdoctoral fellowships, one in the Department of Biopsychology at the Ruhr-University-Bochum in Germany and the second in the Department of Biological Sciences at the University of Nebraska-Lincoln. I was an assistant and associate professor in the Department of Psychology at the University of Saskatchewan. Joining me are my graduate student, Dawson Clary, and two postdoctoral fellows, Drs. Christiane Wilzeck and Inga Tiemann. My research program is in the area of Comparative Cognition. In particular, my research team examines spatial memory, brain lateralization, aging and complex cognition. Not only are we interested in comparing the cognitive abilities of human and non-human animals (a psychological approach) we also examine cognition across species to understand the evolution of cognitive traits (a biological approach). My research has been supported through grants from the European Union, National Science Foundation, Natural Sciences and Engineering Research Council of Canada, Canadian Institutes of Health Research, Canada Foundation for Innovation and Saskatchewan Health Research Foundation.

• New Graduate Students

Applied Behaviour Analysis

Deborah Hatton
Lei Hu
Chelsey Michalyshyn
Lilian Santos
Jade Wightman

Clinical

Tracey DeBoer
Julie Erickson
Chad Graves
Darren Neufeld
Ulana Nevzorova
Jennifer Woligroski

School Psychology

Ashley Bolt
Kerri Bolt
Tania Friesen
Leah Funk
Lisa Hopfner
Brigitte Jeanson
Sebastien North
Sara Phelps

Brain & Cognitive Sciences

Phil Audette
Dawson Clary
Chrissy Chubala
Tim Graham
Brian Hauri
Na Tian

Developmental

Dana Bernier
Kate Dubberley

Social/Personality

Greg Boese
Ashley Hall
Jeremy Hamm
Clove Haviva
Dr. Javier Virues-Ortega

I am excited to be a new faculty member in the Psychology Department. I have held previous appointments at the Carlos III Institute of Health in Madrid as a post-doctoral fellow and as a doctoral researcher. I have also directed over the last three years the Behaviour Analyst Certification Board (BACB)-approved coursework and practicum of the Association for Behaviour Analysis (ABA) Spain, the Spanish affiliated chapter of the Association for Behaviour Analysis International. My recent work has focused on: (1) meta-analysis of applied behaviour analysis intervention, (2) cross-cultural adaptation of indirect approaches to functional analysis, (3) verbal learning in infants, (4) learning and potential for behaviour-analytic intervention in individuals with dementia, and (5) effects of alternative responding in non-contingent reinforcement effectiveness. The last two projects have been developed jointly with Dr. Brian A. Iwata (University of Florida). I have also served as President of ABA Spain, Secretary of the European Association for Behaviour Analysis, and member of the Spanish Board of Accreditation at the Spanish Psychological Association.

Since my arrival I have developed three projects for which I am working intensively to obtain funding. These projects are likely to determine the areas in which I will be working over the next few years. The first project attempts to identify learning-mediated plasticity mechanisms induced by early intensive behavioural intervention for autism. The second project is on effective approaches to treatment for anxiety disorders in autism. This project will provide experimental evidence on how emotional processes can affect learning and behavioural problems. The third project aims to analyze the relative preservation of different forms of learning (language-mediated vs. non-language mediated) in individuals with neurodegenerative diseases or neurodevelopmental disorders.

This year, I will be teaching “Behavioural Assessment in Applied Behaviour Analysis” (Winter term). During this course I will present the most prominent assessment strategies used in behaviour analysis. The course will also provide the opportunity for students to discuss and use these methods and to become familiar with new developments in the field of behaviour analysis.

I am glad to join the Psychology Department and I hope to be a positive addition to the University. I will be splitting my time between the University and St. Amant Research Centre. Feel free to drop by if you would like to chat more about my work.
• GASP (Graduate Association of Students of Psychology)

With a new year upon us the GASP executive wants to wish you all a fun, successful term ahead! Amy and Stacey have led the reigns for the past two years but have decided to step down and allow for new presidents to step in. Before we do that though, we have a few things to say... We have especially enjoyed being part of your executive for the past couple of years. We had great turn-outs at the pizza lunches and wine and cheeses social get-togethers that we’ve held and we had no shortage of volunteers for various committees. We realize that the fire (and accompanying relocation) could have deeply impacted graduate student cohesion but instead, with such a great group, it seems students were more excited than ever to stop and chat with a familiar face. It was great to see and we really do wish to thank you for all for being such a great group! Of course, we’d also like to thank all the faculty and staff we have worked with – especially Drs. Harvey Keselman, Jason Leboe, Todd Mondor and, of course, Ms. Mary Kuzmeniuk.

We wish to welcome in our new grad students who have both served our executive committee and have the experience we believe to do a FABULOUS job! Looking forward to a new and exciting school year!!!

Kelly Robinson
Simmi Mann
GASP Co-Presidents

• UPSA (Undergraduate Psychology Students’ Association)

Your UPSA executive is looking forward to planning some great events for undergrads this year. In addition to the standard regimen of guest lectures and grad school seminars, keep your eyes and ears open for some fun fundraisers like pancake breakfasts and a Rumors comedy club night. UPSA will also offer free, volunteer-basis tutoring services to students who need a bit of help. You can also contact us at upsa@cc.umanitoba.ca if you need information about tutoring, the honors program, undergraduate studies, or anything else undergraduate-related. To keep up to date on the latest UPSA news, check out our Facebook page or add yourself to our mailing list at http://lists.umanitoba.ca/mailman/listinfo/upsa-list. We are also looking for a few responsible, energetic students to fill the remaining positions on the executive. Interested parties are asked to contact Mike N. at umneu225@cc.umanitoba.ca. Best of luck with your studies, and I hope to see you all at the upcoming events!

Mike Neufeld
UPSA President
Maj. Atholl Malcolm

My entry into the field of clinical psychology is somewhat unusual. I often describe it as a hobby that got out of hand. Twelve months after emigrating from England to Canada I joined the Royal Canadian Air Force. At that time all one needed to apply for a commission as aircrew was Grade 12. Another twelve months later, in 1966, I graduated with my navigator wings, and shortly afterwards realized that my Grade 12 did not stack up very well against Military College and Civilian University graduates. Fortunately, around the same time a partnership between the Canadian Forces and the University of Manitoba was born --- the University Training Plan. Some may remember that Mr. Mike Piercy ran the program on its inception, and that it allowed members of the Forces to take approved courses anywhere in the country.

By 1978 I was flying with the 442 Search and Rescue Squadron in Comox, BC, and coming to the end of my bachelor’s degree. My interest in psychology had grown by this time, but the abnormal psychology course (the one students always use to analyse family and friends) indeed did seem to apply to some of my real-life observations. Search and Rescue operations are particularly emotionally challenging, and especially for the Search and Rescue Technicians, whose duties are to get to aircraft crash sites, by parachute or helicopter, to bring out survivors and deal with those who sadly have not survived. We were all affected by such events, and I noticed that we coped primarily by sticking together. Often there was lots of alcohol involved, and in many cases the families suffered. Jumping ahead to my present career, I have assessed several former Search and Rescue members for posttraumatic stress disorder. In any case, with this experience I determined to move forward. The hobby was getting out of hand!

I was then posted to Winnipeg where I finished my undergraduate degree in summer school taking my last course from Dr. Harvey Keselman - statistics. That was lucky, because I had been posted to a year-long program designed to train aircrew as project managers. It was a very technical course, the graduates of which would be involved in the acquisition of new equipment for the Air Force, and statistics was an integral part of my year-long program, so Harvey’s course stood me in good stead. One could, however, apply to stay on staff as an instructor. This was my goal as I hoped to get into the clinical program at the University of Manitoba and I was fortunate in being asked to stay on staff to teach statistics.

In 1979, therefore, I applied for the clinical program but was told that part-time study was not an option, and I was after all still in the Air Force. Notwithstanding what was involved, I tried to assure the selection committee that I could manage full-time studies while completing my Air Force duties. Naturally, there was some scepticism at this proposition. So I asked what the most difficult course in the program was, and suggested that if I was allowed to take it as a casual student, and if I succeeded, would they consider me the next year. They said it was doubtful but advised that the most difficult course was graduate level statistics, again taught by Dr. Keselman. So that year I took the two required graduate level statistics courses and reapplied. Thanks to Harvey I did well and reapplied. I think the selection committee avoided asking me about my full or part-time status on this occasion, because I was accepted. Harvey, I will always be grateful for your assistance, and for the knowledge you imparted.

I was assigned Dr. Morgan Wright as my clinical advisor. That worked well because he had been a World War II navigator. So supervision was roughly divided into discussing clinical issues and various Air Force related topics. Morgan knew that at best I was going to be in Winnipeg for only three more years following my acceptance into the program, after which time I would be posted. He therefore advised me to take my thesis and dissertation from an “experimental” perspective; clinical research, in his words, tended to take too long. So he introduced me to Dr. Michel Janisse. That also worked well
and Michel and I have remained friends ever since. We both now live in Victoria, BC, as did Morgan in his last years. Michel and I have since worked together on various committees.

I spent the next three years changing in and out of my uniform in my car driving from the military base to the University and back, sometimes twice a day. It all worked out because most of my student colleagues were quite happy that I was willing to take the evening hours at the Psychological Services Center. These colleagues included Michael Stambrook, Kathy Moser, and Rayleen Deluca. Michael was always studious, his Dad being the Dean, and I recall that Kathy and I were co-therapists in Dr. Derek Jehu’s program which dealt with sexual dysfunction and marital issues. There were very few women in the Forces in those days, although my wife was one of them, so working in close proximity with a female and being involved with sexual therapy was quite an interesting change. It didn’t hurt that Kathy made the finest Zinfandel wine I have ever tasted. Rayleen, I was glad to see stayed on at the University as she was an excellent therapist. She also made the finest pizza, by the way.

So miraculously, three years after acceptance I was on my way to internship in British Colombia. This time on a year of leave of absence from the military. My PhD was awarded in 1984 and the same year I was posted to Royal Roads Military College, where with a colleague I had the opportunity to introduce a degree program in Military Psychology. Never to work at just one job, while at Royal Roads I was able to get going in private practice. I left the Forces in 1988, but continued on at Royal Roads as civilian until just before the College closed as a Military College in the early 1990s. My private practice had grown by that time and we now have nine psychologists supported by an office manager, psychometrists, and clerical staff. I should add that Morgan Wright was a neuropsychologist and he encouraged me in this direction. Others at the time said that neuropsychology was a dying discipline, to be replaced by MRIs and CAT scans. Morgan’s comment—“It will never happen,” and he was right.

Private practice has provided great satisfaction. I have had the opportunity to work with military members and veterans as they have returned from Gulf Wars I and 2, and now Afghanistan. We provided all of the psychological services to the military here in Victoria for many years, and in that capacity were part of the national development team that set up military centers dealing with the effects of trauma. Incidentally, the military has never employed uniformed clinical psychologists, hence our involvement. In more recent years, however, they have transitioned from contracted psychologists to Public Servant psychologists. At that point, and with some regret, my practice was no longer able to offer the significant expertise that had developed in the provision of services to the military. We were, however, able to continue by providing such service to retired military through Veterans Affairs Canada, and in this capacity my contact with military continues.

About 80% of our clinical services are now to the general public, and for me the focus of the last ten years has been neuropsychological assessment for psycho-legal cases (traumatic brain injury), and other forms of cognitive assessment. We have also developed the practice to take advantage of technology. We use virtual-reality therapy to treat anxiety disorders. These include treating flight phobias, fear of heights, bridges, storms, and public speaking. We have also installed “Virtual Iraq”, a program developed by the University of Southern California and the US Military. In conjunction with standard treatment, it allows for a graduated exposure to those who have been traumatized by the events in the Middle East, including Afghanistan. This program exposes PTSD sufferers to situations involving improvised explosive devices and ambushes while, for example, on mobile patrols. Also, city foot patrols are simulated where ambushes and other traumatic situations are simulated. The therapist controls aircraft flying overhead, vehicles exploding, the sound of Middle Eastern prayer call, dogs barking, gunfire, vehicles exploding, and verbal abuse. The system even has the capacity to emit a variety of smells. Our theoretical approaches tend to involve cognitive behavioural and other “less than long-term” therapies,
although in some PTSD cases long-term support is required. We offer individual therapy, psychoeducational groups, and group therapy.

In the area of neuropsychological assessments, we have introduced a quantitative electroencephalography (qEEG) component. This would involve several pages to explain but very briefly it analyzes a sample of standard EEG (nineteen sites) from frequency and power perspectives, and correlates the phase differences of frequencies to provide coherence measures between the sites. The results are compared to a normative data base, and an injured brain displays certain EEG anomalies. The scientific evidence for the utility of qEEG as a diagnostic tool is growing rapidly, and qEEG has been admitted as evidence in numerous State courts south of the border. It is simply a means by which computer analysis expands standard EEG information. Likewise, there is a growing body of evidence for the efficacy of EEG biofeedback targeting the treatment of attentional disorders and epilepsy, and this application to other disorders is slowly growing. Like all therapies, it works for some and not others, but the outlook is promising. Similarly, fMRI biofeedback is proving valuable, and is more widely known in the neuropsychological literature; but it is much more expensive than qEEG, and certainly is not likely to be found in private practice offices.

The navigator may have become a psychologist, but the engineering and technology component is always not far away, and I consider myself to have been very fortunate to have had the opportunity to in many ways integrate these two widely diverse interests.

In this regard, a very exciting project came along two years ago. Another former navigator who retrained as a military physician and eventually became Head of Psychiatry at the National Defence Medical Centre contacted me and asked if I would join him as the clinical psychologist on the Canadian astronaut selection team. The requirements were a doctorate in that field and aircrew experience. There never have been uniformed clinical psychologists in the Canadian Forces, except for me, and I was never actually employed as such while in uniform, always retaining my aircrew classification. So I was it, and over 2008 and 2009 approximately three months were spent flying back and forth to Montréal, Halifax and Toronto working on this very exciting project. That program came to an end, but I am now consulting to the CSA developers regarding a new project which will eventually lead to a brief assessment tool that will monitor the cognitive status of Canadian astronauts on the International Space Station, and on Mars missions.

I will always be grateful to the University of Manitoba for its bending of the rules and letting a non-full-time student into the clinical program, and I truly think that the experiences of a former aircrew career have been instrumen-
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:

- **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

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