Welcome to the latest edition of *Psychobabble*. As the academic year comes to an end, it seems appropriate to reflect on what we have accomplished. In 2006, our staff and students enjoyed many and varied accomplishments. Therefore, we have dedicated this newsletter to acknowledge the achievements that not only reflect positively on the Department of Psychology but also on the University as a whole.

One newsletter would not be sufficient to highlight everything that happened in 2006, so we are only providing a brief overview of our accomplishments. For staff, we have included Scholarship (new research grants received, major positions on journals, fellow status, and awards), Teaching (awards), and Service (awards, major positions on granting councils, external assessors, or conference coordinators). In addition to items listed here, many of our faculty have multi-year grants that they received in a previous year as well as travel funding and numerous publications in 2006. Our standard features have also been included in this newsletter. In this edition, we include the departmental research programmes of Drs. Judy Chipperfield (Developmental Psychology) and Murray Singer (Brain and Cognitive Sciences). Our distinguished graduate is Dr. Angela Coelho, who is now working as a Professor and Vice-Coordinator of the Masters Program in Psychology at the Universidade Catolica Dom Bosco, Campo Grande, MS, Brazil. Finally, we highlight the graduate student research of Launa Leboe (Brain and Cognitive Sciences) and Stephanie Sinclair (Clinical Psychology). The Public Relations Committee hopes that you enjoy this issue of *Psychobabble*. We also extend our congratulations to all members of the Department for their many achievements throughout 2006.

*Marian Morry*
Chair, Public Relations Committee
Understanding spoken and written messages and remembering them later are crucial for our functioning in human society. We usually take these abilities for granted, but even understanding “The astronaut watched the earth.” depends on many subtasks. We must assemble letters or speech sounds into familiar words, grammatically analyze the sentence, determine that earth probably refers to a planet rather than dirt, and ultimately construct a “story in our head.” My research programme investigates the mental or cognitive processes responsible for these remarkable feats.

One long-standing focus of my research has been the dependence of comprehension on the reader’s conclusions and inferences. The sequence “The tiger seized the woodcutter. His son ran to get a rifle.” makes sense, but only because we infer that he will use the rifle as a weapon. We would not find it agreeable to read that the son got his toothbrush. We have provided evidence that, upon reading the “tiger” sequence, people later agree that the son ran to save his father, even though the message did not state this. Reading this text also raises the activation level of the relevant knowledge, such as “a rifle is a weapon” (Singer & Halldorson, 1996). More recently, we have scrutinized readers’ sensitivity to very subtle implications about narrative characters’ goals. For example, reading time for “Pam entered McDonald’s.” varies with whether her lunch partner has caught or missed his bus to the lunch, even if the partner was mentioned only considerably earlier in the story (Singer & Richards, 2005).

Understanding language messages would be of little use if we immediately forgot what we read. However, memory for language messages is exceedingly complicated. We remember important text ideas, but we also “falsely” remember text implications, like the “son ran to save his father” example. With increased time between reading and testing, our memory for stated text ideas declines, as we would expect. However, our apparent memory for text implications increases! This is likely because we use different strategies for remembering messages in different circumstances (Singer, Gagnon, & Richards, 2002).

An exciting project is now combining the comprehension and memory dimensions of my research. Having read, “Dan passed a bus with a flat”, people need a long time to understand the later contradictory statement, “The policeman knew that the vehicle with the flat was a truck.” (Singer, 2006). This must be because the policeman sentence reminded us of the bus sentence. When we routinely read, we may not be intentionally trying to remember anything, but our comprehension is apparently continuously dependent on our memory for the message.

Much has been learned about the cognition of language comprehension during the past 35 years, yet many complex problems remain unsolved. I intend to continue to investigate these issues, using methodologies such as individual differences, differences among text genres, and neuroscientific measures to advance the programme. The coming years promise to be exciting ones.

Selected Publications:


Results from my research show that believing outcomes are controllable predicts shorter hospital stay as well as fewer ambulatory physician’s visits and laboratory tests. These beliefs even predict survival. In an early study, I showed that adults were most likely to be alive after 12 years if they believed they could exert control over the management of their health care.

Although controllable beliefs can be protective, I argue that they can become dysfunctional if they foster proactive efforts that result in repeated failure. In such instances that often prevail in later life, the negative effects of failure can be offset by adopting a compensatory belief orientation, for example, by adjusting personal expectations or positively reappraising outcomes to “see the silver lining”.

I examine these proactive and compensatory orientations that are distinguished in the research literature as primary and secondary control strategies and are captured in 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”

My findings indicate that these strategies are used differently by men and women and that they vary in their consequences. Women use a more diverse mix that includes both primary and secondary control strategies; whereas, men tend to adopt a more undifferentiated approach involving the sole use of primary control strategies.

The most frequently adopted of all secondary control strategies, an optimistic comparison of oneself to “worse off” others, appears to be especially protective. This strategy that involves, for example, viewing one’s heart attack as less serious than a neighbour’s Alzheimer’s disease, may be most protective for women. It predicts fewer hospitalizations and shorter hospital stays, translating into large costs savings.

By studying how belief systems sustain health and longevity, my findings have implications for emotional and physical well-being in later life and for the escalating health care costs.

Selected Publications:


### Faculty Scholarship

#### SCHOLARSHIP FUNDING

<table>
<thead>
<tr>
<th>Name</th>
<th>University/Program</th>
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<tbody>
<tr>
<td>Dan Bailis</td>
<td>University of Manitoba Bridge Funding; University of Manitoba Research Grants Program (UM-SSHRC)</td>
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<tr>
<td>Judy Chipperfield</td>
<td>Canadian Institutes of Health Research Mid-Career Award</td>
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<tr>
<td>Brian Cox</td>
<td>Social Sciences and Health Research Council; Canadian Institutes of Health Research (2 awards); Canada Research Chair in Mood and Anxiety Disorders</td>
</tr>
<tr>
<td>Melanie Glenwright</td>
<td>University of Manitoba Research Grants Program (UM-SSHRC)</td>
</tr>
<tr>
<td>Lorna Jakobson</td>
<td>Natural Sciences and Engineering Research Council Discovery Grant</td>
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<tr>
<td>Corey Mackenzie</td>
<td>Alzheimer Society of Canada Regular Grant (Co-investigator)</td>
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<tr>
<td>Jonathan Marotta</td>
<td>University of Manitoba Research Grants Program (UM-SSHRC); Canadian Institutes of Health Research Operating Grant</td>
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<tr>
<td>Marian Morry</td>
<td>University of Manitoba Bridge Funding; University of Manitoba Research Grants Program (UM-SSHRC)</td>
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<tr>
<td>Ray Perry</td>
<td>Social Sciences and Health Research Council; Canadian Institutes of Health Research (Co-investigator)</td>
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<tr>
<td>Tim Racine</td>
<td>Manitoba Health Research Council Establishment Grant; University of Manitoba Bridge Funding; University of Manitoba Research Grants Program (UM-SSHRC)</td>
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<tr>
<td>Murray Singer</td>
<td>Conference Grant, Office of the Vice-President, Symposium on Language and Memory at Manitoba, University of Manitoba</td>
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<tr>
<td>Rayleen De Luca</td>
<td>University of Winnipeg Distinguished Alumini Award</td>
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<tr>
<td>Ray Perry</td>
<td>Alexander von Humboldt Visiting Scientist, University of Munich; Inaugural Visiting Scholar, Institute for the Scholarship of Teaching and Learning, University of British Columbia; Arts Celebrating Arts Award, University of Manitoba</td>
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<tr>
<td>Jacquie Vorauer</td>
<td>Honorable Mention for the Gordon Allport Intergroup Relations Prize for the best paper of the year on intergroup relations (administered by the Society for the Psychological Study of Social Issues, Division 9 of APA)</td>
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#### JOURNAL POSITIONS

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<tr>
<th>Name</th>
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<tr>
<td>Harvey Keselman</td>
<td>Journal of Modern Applied Statistical Methods (Associate Editor 2005 to present); Educational and Psychological Measurement (Editorial Board: 1998 to present); Canada Research chairs Program, College of Reviewers</td>
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<tr>
<td>Ray Perry</td>
<td>Associate Editor, Higher Education: Handbook of Theory and Research; Editorial Board, Research in Higher Education; Editorial Board, Journal of Educational Psychology</td>
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<tr>
<td>Murray Singer</td>
<td>Editorial Board Discourse Processes; Editorial Board Canadian Journal of Experimental Psychology</td>
</tr>
<tr>
<td>Jacquie Vorauer</td>
<td>Associate Editor, Journal of Personality and Social Psychology</td>
</tr>
<tr>
<td>Ray Perry</td>
<td>Conference coordinator, International Conference on the Scholarship of Teaching and Learning, Department of Psychology, University of Manitoba; External Assessor, Centre for Research on Language, Mind, and Brain, McGill University; External Assessor, Centre for the Study of Learning &amp; Performance, Concordia University; External Ph.D. Examiner, Faculty of Education, Simon Fraser University</td>
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<tr>
<td>Murray Singer</td>
<td>American Psychological Association, Division 3; Canadian Psychological Association</td>
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#### Fellow Status

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<tr>
<th>Name</th>
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<tr>
<td>Murray Singer</td>
<td>American Psychological Association, Division 3; Canadian Psychological Association</td>
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#### Awards

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<th>Name</th>
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<tr>
<td>John G. Adair</td>
<td>“Creadores de Psicología Social en México”, Awarded by the Asociación Mexicana de psicología social (AMEPSO); (Only non-Mexican to ever receive this award)</td>
</tr>
<tr>
<td>Ray Perry</td>
<td>Alexander von Humboldt Visiting Scientist, University of Munich; Inaugural Visiting Scholar, Institute for the Scholarship of Teaching and Learning, University of British Columbia; Arts Celebrating Arts Award, University of Manitoba</td>
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### Teaching

#### Jim Shapiro: Recipient of 2005 University of Manitoba/University of Manitoba Faculty Association Merit Award for outstanding achievement in Teaching (awarded June 23, 2006)

#### Service

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<th>Name</th>
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<tr>
<td>Jonathan Marotta</td>
<td>Canadian Institutes of Health Research Member of Behaviour Science C Grants Committee; Outstanding Achievement Award, Faculty of Arts, University of Manitoba</td>
</tr>
<tr>
<td>Ray Perry</td>
<td>Conference coordinator, International Conference on the Scholarship of Teaching and Learning, Department of Psychology, University of Manitoba; External Assessor, Centre for Research on Language, Mind, and Brain, McGill University; External Assessor, Centre for the Study of Learning &amp; Performance, Concordia University; External Ph.D. Examiner, Faculty of Education, Simon Fraser University</td>
</tr>
<tr>
<td>Murray Singer</td>
<td>Immediate Past-President, Canadian Society for Brain, Behavior, and Cognitive Science; Executive Board, Society for Text and Discourse</td>
</tr>
<tr>
<td>Katherine Starzyk</td>
<td>Chair Elect, Social-Personality Section of the Canadian Psychological Association</td>
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### CONFEERENCE PRESENTATIONS

**American Educational Research Association Annual Convention, San Francisco, CA:** Lia Daniels (nee Van Winkel), Nancy Robinson-Epp, Robert Stupnisky

**Annual Association for Behavioral Analysis Convention, Atlanta, GA:** Lindsay Woods Frohlich, Kirsten Wirth

**Annual Child and Family Research Symposium, Winnipeg, MB:** Laura Jakul

**Canadian Association on Gerontology, Quebec City, QB:** Nancy Newall

**Canadian Psychology Association Conference, Calgary, AB:** Jessica Byblow, Cheryl Harasymchuk, Mie Kito, Jina Pagura, Tara Reich, Kelley Robinson, Kate Williamson

**Canadian Society of Allergy and Clinical Immunology, Montreal, QB:** Lauren Yallop

**Canadian Society for the Study of Higher Education, Toronto, ON:** Lia Daniels (nee Van Winkel), Robert Stupnisky

**Canadian Society for Brain, Behavior, and Cognitive Science, Saskatoon, SK:** Samantha Lewycky, Amber Mather, Brenda Stoesz

**International Association for Relationship Research, Rethymnon, Crete, Greece:** Cheryl Harasymchuk, Mie Kito, Tara Reich, Kelley Robinson

**International Conference on Memory, Sydney, Australia:** Launa Leboe, Heather Tiede

**International Neuropsychology Society Conference, Boston, MA:** Samantha Lewycky, Brenda Stoesz

**Manitoba Association for Behaviour Analysis Conference, Winnipeg, MB:** Colleen Murphy, Kirsten Wirth

**Psychonomic Society, Houston, TX:** Launa Leboe

**Society for Consumer Psychology Annual Conference, Cozumel, Mexico:** Laura Jakul

**Society for Neuroscience General Meeting, Atlanta, GA:** Lee Baugh

**Society for Personality and Social Psychology, Palm Springs, CA:** Cheryl Harasymchuk, Tara Haynes

**St. Amant Conference on Developmental Disabilities and Autism, Winnipeg, MB:** Colleen Murphy, Kirsten Wirth

**Vision Sciences Society General Meeting, Sarasota, FL:** Lee Baugh

### AWARDS/SCHOLARSHIPS/FELLOWSHIPS

**Lee Baugh:** Esther and Samuel Milmot Scholarship; Canadian Psychological Association Certificate of Academic Excellence for an MA thesis

**Jessica Byblow:** Manitoba Graduate Scholarship

**Jennifer Davies:** Manitoba Research Data Centre Award

**Tara Haynes:** Clarence Bogardus Sharpe Memorial Scholarship; University of Manitoba Students’ Union Scholarship; Manitoba Graduate Scholarship; Social Sciences and Humanities Research Council of Canada, Canadian Graduate Scholarship

**Tiffany Helgason:** Manitoba Graduate Scholarship; University of Manitoba Students’ Union Scholarship

**Mie Kito:** International Graduate Student Scholarship

**Laura Jakul:** Social Sciences and Humanities Research Council Canada Canadian Graduate Scholarship

**Launa Leboe:** Vineberg Research Prize, Department of Psychology, University of Manitoba; Social Sciences and Humanities Research Council of Canada, Canadian Graduate Scholarship; Manitoba Graduate Scholarship

**Amber Mather:** Manitoba Graduate Scholarship

**Colleen Murphy:** Manitoba Graduate Scholarship

**Jina Pagura:** Social Sciences and Humanities Research Council Canada Graduate Scholarship

**Tara Reich:** Manitoba Graduate Scholarship

**Jane Ritcher:** Manitoba Graduate Scholarship

**Kelley Robinson:** Social Sciences and Humanities Research Council Canada Graduate Scholarship; Faculty of Arts J. G. Fletcher Award

**Brenda Stoesz:** University of Manitoba Students’ Union Scholarship and Bursary Fund; National Sciences and Engineering Research Council of Canada, Graduate Scholarship; University of Manitoba Graduate Fellowship (declined); Manitoba Graduate Scholarship (declined)

**Heather Tiede:** National Sciences and Engineering Research Council of Canada, Graduate Scholarship, Manitoba Graduate Scholarship

**Kate Williamson:** Canadian Institutes of Health Research - Health Professional Student Research Award

### TEACHING AWARDS

**Lia Daniels:** L. M. Paul Pintrich Award, American Educational Research Association

**Robert Stupnisky:** L. M. Paul Pintrich Award, American Educational Research Association

### SERVICE

**Nicole Taylor:** Student Representative of the Board of the Manitoba Psychological Society
Launa Leboe  
PhD Student

I am currently enrolled in the Doctoral programme under the supervision of Dr. Todd Mondor. Our cognitive system places strict limits on the ability to process information. Usually, the amount of sensory input available at any given moment considerably exceeds the amount of information that can be processed in detail. The practical importance of this limitation cannot be understated. For example, when air traffic controllers are required to monitor too many airplanes, accidents may and have occurred. Further, driving while performing another task, such as talking on a cell phone, can impair a driver’s performance. In general, when a secondary task reduces the availability of cognitive resources, performance of the primary task is often impaired. My research focuses on the factors which affect auditory selective attention and how conscious and involuntary allocation of processing resources impact meeting one’s current goals. I have recently had a number of publications in this area. My research has been funded by a NSERC Canada Graduate Scholarship and a Manitoba Graduate Scholarship. In addition, I received the 2006 Department of Psychology’s Vineberg Research Prize for my MA research in this area.

Selected Publications:


Stephanie Sinclair  
PhD Student

I am a First Nation Clinical Ph. D. psychology student. I completed my Masters research under the supervision of Dr. Rayleen DeLuca. My research examined the relationship between childhood sexual abuse, revictimization and adult attachment. Revictimization is defined as the experience of both childhood sexual abuse, revictimization and adult attachment. Revictimization is defined as the experience of both childhood sexual abuse, revictimization and adult attachment. Research indicates that women who were sexually abused as children are more likely to experience abuse as adults, in comparison to women who were not victimized as children. The results of my study replicated previous studies that reported child sexual abuse victims were more likely to experience adult physical abuse than non-victims. However, the results failed to replicate previous research which found that child sexual abuse victims were more likely to experience adult psychological abuse than non-victims. Since abuse occurs within an environment of human relationships, it is thought to disrupt the normal developmental processes, including how to form trusting secure relationships. I hypothesized that individuals who experienced abuse both as an adult and as a child would be more likely to be insecurely attached as an adult. The results revealed no differences between revictimization and childhood sexual abuse victims in relation to attachment. For my Ph.D. research, I plan to look at the relationship between Historical Trauma experienced by Aboriginal people and Attachment.

In addition to full-time studies in the Ph. D. program, I am working at the Winnipeg Regional Health Authority as a Project Coordinator looking at ways to improve the mental health services delivered to Aboriginal clients.
Dr. Angela E. L. Coêlho

Vice-Coordinator of the Masters Program in Psychology – Universidade Católica Dom Bosco (UCDB), Campo Grande, MS, Brazil

I completed my B.A. and M.A. in Psychology at the Universidade Federal da Paraíba, João Pessoa, PB, Brazil. During my M.A., my area of interest was Health Psychology and my research focus was on knowledge, attitudes and risk perception regarding HIV/AIDS. In 1993, I was awarded a Ph.D. scholarship by the Canadian International Development Agency (CIDA) to study at the University of Manitoba, at the Department of Psychology and the Disaster Research Institute (DRI). Initially, my advisor was Dr. Jane Mocellin. After she moved to Geneva, Dr. John Adair became my advisor. My research was on the psychosocial responses to slow onset disaster such as drought in the Northeastern area in Brazil. After I completed my doctoral degree in 1999, Dr. Adair invited me to stay for my postdoctoral degree.

Upon completing my degree in December 2000, I returned to Brazil to work at the Universidade Católica Dom Bosco (UCDB). I am a full time professor at the university, teaching undergraduate and graduate level courses. In Brazil, the undergraduate level program takes five years. At the undergraduate level I teach Health Psychology and I am an internship supervisor to the students who are interested in working with health promotion within the public health system. At the graduate level, I am the vice-coordinator of the Masters Program in Psychology. My research focuses are on Health Psychology and the development of Psychology as a discipline in Brazil. My undergraduate students have received fellowships from the National Research Council (Conselho Nacional de Pesquisa).

I am also an elected member of the Scientific Committee at the university, an active member of several professional societies, and an ad hoc reviewer for journals. I am currently involved in a project for the Federal Council of Psychology and the Brazilian Association for the Teaching of Psychology to develop a Distant Education Course on the practice of psychologists on emergencies and disasters situations. I am also a consultant for the Federal Council of Psychology on issues regarding emergencies and disasters. It has been a challenging job.

As part of my commitment to health promotion, I have been involved with different non-governmental organizations (NGOs) working with HIV/AIDS. One of them deals with children living with HIV/AIDS. This institution, The Associação de Apoio a Portadores de AIDS Esperança no Senhor (AAPAES) received the Gates Global Health 2003 Award, donated by the Melinda and Bill Gates Foundation, in recognition of the excellent work developed in Mato Grosso do Sul, Brazil, in caring for children living with HIV/AIDS.

Selected Publications:


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.

- **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.

- **Psychology Alumni Faculty Scholarship**
  Awarded to a student newly admitted to the graduate program, awarded to the student with the highest GPA as calculated for admission purposes.

- **Alumni Clinical Psychology Student Research Award**
  Awarded each year to a graduate student in the Clinical Psychology Training Program on the basis of scholarly and scientific achievements.

- **Shannon L. Hamm Memorial Scholarship**
  Awarded to first year graduate students in psychology to study the experimental analysis of behaviour modification at The University of Manitoba.

- **Colloquium Speakers Series**
  Department lecture series featuring scholars from within the Department, University, and around the world.

- **The Vineberg Prize for Excellence in Graduate Student Research**

- **The W. N. Ten Have Award for Best Honours Thesis**

For general inquiries about supporting research at the University of Manitoba, please contact:

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.