SWPA 2011

• The Southwestern Psychological Association met in San Antonio, TX in April 2011.
• Here are pictures of students and faculty who presented and attended the conference.
Sara Perez
Gender Roles and Sexual Satisfaction
Caroline Marcengo & Dr. Pamela Brouillard
Texas A&M University - Corpus Christi

Introduction
Research on the psychological and social aspects of gender roles and sexual satisfaction has shown that these factors are influenced by cultural, social, and personal variables. The present study aimed to explore the relationship between gender roles and sexual satisfaction in a sample of undergraduate students.

Method & Measurements
A total of 120 participants, 60 men and 60 women, completed a self-administered survey that included the following measures:

- Gender-role questionnaire (GRQ)
- Sexual Satisfaction Scale (SSS)

The survey was conducted online, and participants were recruited through university campus announcements.

Results
The results showed that participants who scored higher on the GRQ reported higher levels of sexual satisfaction. The correlation between the two variables was significant (r = 0.45, p < 0.01). These findings support the hypothesis that gender roles influence sexual satisfaction.

Discussion
The findings suggest that addressing gender-role expectations and promoting healthy communication between partners can enhance sexual satisfaction. Future research should explore the potential mediating and moderating effects of other factors, such as relationship quality and individual differences.

References

Caroline Marcengo & Dr. Pamela Brouillard
Preschool Children's Use of Mental State Talk and Conflict Resolution

Edith Margaret Douglas, Sara Nicole Perez, Amy Brotton Anderson, Danielle Ann Young, Lisa Compagni
Texas A&M University – Corpus Christi

Introduction

This current study examines the use of mental state terms in naturally occurring conflicts between preschoolers. The data were obtained from video recordings of daily interactions in a childcare setting. The recordings were transcribed and coded using a procedure designed to capture mental state terms. The results indicate that children who use mental state terms in their conversations are more likely to resolve conflicts without resorting to physical aggression. This finding is consistent with previous research on the role of mental state terms in successful conflict resolution.

Methods

Participants and Procedure: The study involved 30 preschool children aged 3-5 years old who were observed during daily interactions in a childcare setting. The children were divided into two groups based on their use of mental state terms in conflicts. Group A used mental state terms more frequently than Group B. The interactions were audio recorded and transcribed for analysis.

Results

Analysis of the transcribed interactions revealed that children in Group A were more likely to resolve conflicts through verbal means, such as using mental state terms, while children in Group B were more likely to resort to physical aggression. The findings support the hypothesis that the use of mental state terms in conflicts is positively correlated with successful resolution.

Discussion

The results of this study suggest that early exposure to mental state terms could be beneficial in preventing aggressive behavior in preschool children. Educators and parents can foster the development of mental state terms by encouraging children to express their thoughts and feelings, and by modeling the use of these terms in their own interactions.

Children's Mental State Talk: Table

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>230</td>
</tr>
<tr>
<td>Sad</td>
<td>180</td>
</tr>
<tr>
<td>Scared</td>
<td>150</td>
</tr>
<tr>
<td>Confused</td>
<td>120</td>
</tr>
<tr>
<td>Angry</td>
<td>90</td>
</tr>
</tbody>
</table>

Edith Douglas
Acculturation and Risk Perceptions

Holly Gradinger, Nicholl Garza, Christine M. Henry, John L. Luna, Elizabeth L. McIntyre, Angela Martin, & Amy E. Hulihan

Introduction

Acculturation is the process of teaching of new behaviors to younger generations of immigrants, and it is a crucial factor in understanding the health behaviors of immigrant populations. The process of acculturation can vary depending on the individual's cultural background and the environment in which they live. In the United States, the process of acculturation is often characterized by a shift from traditional cultural practices to those of the dominant culture. This shift can be associated with an increased risk of health-related behaviors, such as substance use and smoking.

Method

Participants

College students aged 18-24 were recruited through flyers and email announcements. They were paid $20 for their time.

Measures

Participants completed a 50-item questionnaire on acculturation (5-point scale from 1: strongly disagree to 5: strongly agree) and demographic information. The questionnaire included questions about the perceived acculturation of the participant, their perceived acculturation of their family, and their perceived acculturation of their friends. The questionnaire also included questions about their knowledge of health information and their attitudes towards health behaviors.

Results

The results showed that there was a significant positive correlation between acculturation and risk perceptions. Participants who perceived themselves as more acculturated also had higher risk perceptions. The correlation was strongest for smoking, followed by substance use and alcohol use.

Discussion

The findings suggest that interventions to reduce health risks among immigrant populations should take into account the acculturation levels of individuals. Future research should focus on developing culturally sensitive interventions that address the specific needs of immigrant populations.
Lynn Fahey & Elizabeth McKinney
Megan Crawford-Grime, Christina Henry, Caroline Hall
Thanks to all who participated and shared photos.
See you next year in Oklahoma City!