

Community Clinical Research

Authors:

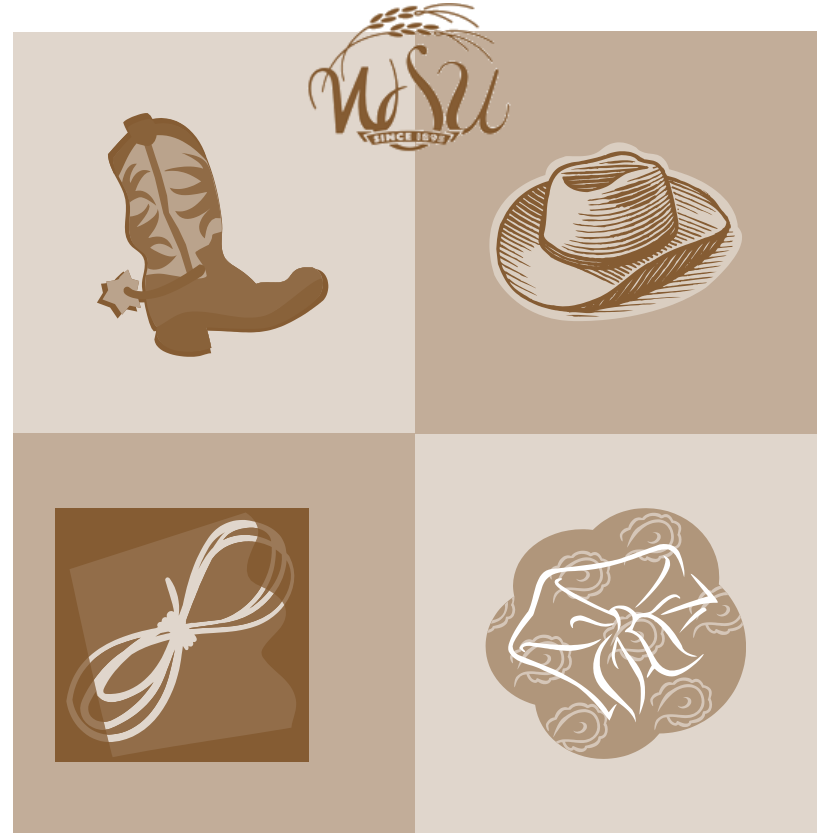
Marissa Marie Wachlarowicz

Title:

The Moderating Effects of Parental Antisocial Characteristics on a Parent Management Training Intervention

Abstract:

The present study examined the moderating effect of mothers' and stepfathers' antisocial characteristics on the effects of parenting skills for an Oregon Parent Management Training intervention. One-hundred-and-ten newly constituted stepfamilies from Oregon participated in the study. Multi-method data collection was used to assess parents at baseline on their use of positive and coercive parenting practices at baseline and 18 months post-baseline. Mothers and stepfathers participating in the PMTO intervention significantly improved in positive and decreased in coercive parenting practices compared to mothers and fathers in the control group. Mothers' antisocial characteristics were found to significantly moderate the effects of PMTO on mothers' positive and coercive parenting at 18 months. The main effect of treatment significantly predicted increases in stepfathers' positive parenting and decreases in coercive parenting, regardless of stepfathers' level of antisocial characteristics. This study establishes clinical utility in using PMTO to enhance parenting skills of antisocial parents.



W S U Psychology

Department & HFES

Student Chapter

Present



Community Research

Authors:

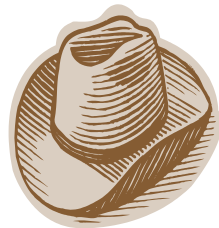
Chris M. Kirk, Rhonda K. Lewis-Moss, Balbir Mathur and David Kimble

Title:

Empowering Settings in Nicaragua

Abstract:

With one of the highest poverty rates in the Western Hemisphere and a remarkably young population, Nicaragua is a nation in which the challenges of the future lie in the hands of the empowerment of its youth. The role of empowering settings in the development of individual empowerment is well-documented, and the characteristics of these settings have been described throughout the literature. Most of this research, however, has been centered in Western, developed nations. The purpose of this qualitative study was to gather information from the viewpoint of youth about their aspirations and the settings in which they interact. A total of 29 youth were interviewed. Participants identified three community settings and resource assets and deficits which contribute to the empowerment potential of these settings. These themes are compared to existing models of empowering settings and adolescent empowerment programs in order to explore their effectiveness in an international context.



Hats off to the folks behind the scenes on
the 7th Annual Research Roundup
Committee, 2010:

Faculty Members:

Barbara Chaparro
Charles Burdsal
Lou Medvene

Student Members:

Mandy Phelps
Lukas Hulsey

Human Factors Research

Authors:

Lukas Hulsey and Victoria A. Shaffer

Title:

Exploring the impact of decision making style, numeracy, and health literacy in a breast cancer decision making task

Abstract:

200 women participated in a hypothetical medical decision making task. They imagined being diagnosed with early stage breast cancer and then viewed one of two versions of a video patient decision aid. The statistical program included information about the disease and two possible treatment options, lumpectomy with radiation or mastectomy. It provided survival and recurrence statistics, and information regarding follow-up procedures. The narrative version was identical, except that it also included first person accounts from patients. Decision making style, numeracy, and health literacy were assessed. This presentation will focus on how these individual differences impacted treatment choice and program evaluation. Those scoring higher on analytical and intuitive decision making style rated the programs more favorably. Regret based decision making style was associated with more decisional difficulty. Health literacy impacted decision certainty and perception of program credibility for the narrative program, but not in the statistical program. Those with lower numeracy seem to want patient narratives more.

