

SOCIETY FOR SEX THERAPY AND RESEARCH (SSTAR)

CALL FOR PAPERS

**SSTAR 2010: 35th ANNUAL MEETING
BOSTON, MA
APRIL 8 – 11, 2010**

Papers are now being accepted to review for the 35th Annual Meeting of the Society for Sex Therapy and Research (SSTAR). SSTAR meetings are devoted to understanding and treating sexual disorders such as sexual dysfunctions, gender identity disorders, and paraphilias. Presentations may include hypothesis driven research or theoretical formulations.

Presentations may be given orally or in poster format. Oral presentations will be for 20-30 minutes, depending on scheduling. Details on poster format will be provided at time of acceptance.

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PLEASE SUBMIT MATERIALS AS A WORD DOCUMENT AND E-MAIL ATTACHMENTS TO:

Cassandra Larkins, SSTAR Administrative Director
Email: clarkins@acog.org
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SUBMISSION DEADLINE IS FRIDAY, SEPTEMBER 11, 2009

MATERIALS REQUIRED FOR SUBMISSION

To be sent electronically as attachments to clarkins@acog.org

- I. Abstract**
- A. Prepare your abstract in the same format as the sample below. The abstract may be no longer than the one page example below.
 - B. All abstracts must be prepared as a Word document in 12 point Times New Roman font, fully justified, with margins of 1.00" on the left and 0.75" on the top, bottom, and right.
 - C. The abstract must be named "Yourlastname_Abstract_SSTAR2010.doc,"(e.g., Jones_Abstract_SSTAR2010.doc) and submitted electronically to clarkins@acog.org
 - D. Abstracts must include:
 1. Title of the proposed presentation (bolded, capitalized, and centered)
 2. Names and degrees of the authors (bolded and centered)
 3. Presenting author's name and degrees (bolded and centered), affiliation, address, telephone number, fax number, and e-mail address (centered)
 4. An abstract that includes: (a) and introduction, (b) method, (c) results, (d) discussion, and (e) utility/limitations/risks
(The abstract may be longer than the example below.)
 5. Two or three behavioral learning objectives that state what the person attending your presentation should be able to do differently as a result of what he or she has learned from your presentation.
 - a. The behavioral learning objectives should *use* action verbs like explain, discuss, compare, define, identify, recognize, use, predict, detect, appraise, diagnose, or interpret and *avoid* vague verbs like appreciate, know, learn, understand, or believe.
 - b. For more information on writing behavioral learning objectives, visit www.acog.org and search "learning objectives"
 6. A list of references in American Psychological Association (APA) format. References **MUST** be included with the abstract.
 7. A brief biography of the presenting author
- II. Curriculum vitae**
- A. Each author and co-author must submit his or her CV, electronically, as a Word document to clarkins@acog.org
 - B. Each CV should be named "Yourlastname_CV_SSTAR2010.doc." e.g., Jones_CV_SSTAR2010.doc.

Submissions that do not include all of the above in electronic format will not be considered for review. Please make sure that all authors submit CVs.

SEXUAL DYSFUNCTION IN THE NACIREMA

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Introduction: Since Miner's initial work on the Nacirema (1956), little further investigation has occurred of this North American group that lives in the territory between the Canadian Cree and the Yaqui and Tarahumare of Mexico. We recently had the opportunity to interview a representative sample of the Nacireman people regarding the prevalence of sexual dysfunction.

Method: Using census data, we randomly sampled 250 Naciremans. We used a translated version of the Universal Survey of Sexual Dysfunction and obtained written informed consent before conducting face-to-face interviews. 87% of the target sample completed the interviews.

Results: Forty percent of the Nacirema reported no problems in their sexual functioning, 30% reported one problem, 20% reported two problems, and 10% reported three or more problems. With regard to problems in the three major areas (desire, arousal, and orgasm), 25% reported a desire problem, 35% reported an arousal problem, and 40% reported an orgasm problem.

Discussion: Comparisons of the prevalence of sexual dysfunction in this culture to the prevalence in other cultures are made. The rates of sexual problems in the Nacirema are quite different from those reported in the United States by the National Health and Social Life survey. The levels of complexity, tightness/looseness, and collectivism/individualism in the two cultures do not fully explain these differences.

Utility/Limitations/Risks: The results of this study will help therapists and researchers working with this population, but the results are limited by the small sample size.

Behavioral Learning Objectives:

After attending this presentation, the participants will be able to:

1. Explain the importance of a representative sample for epidemiological research
2. Discuss the prevalence of sexual dysfunction in the Nacirema
3. Compare the prevalence of sexual dysfunction in the Nacirema to the prevalence in other cultures

References:

- Gingrich, N. & Robertson, P. (1999). On the difficulty of conducting research on sexuality in North America. *American Journal of Congressional Impediments*, 173, 10-23.
- Jagger, M. & Richards, K. (2003). A psychometric evaluation of the Universal Survey of Sexual Dysfunction. *International Journal of Psychometrically Adequate Measures*, 73, 63-68.
- Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58, 504-507.

Biography:

Dr. Sample received his Ph.D. from Ivy League University in 1983 and has been on faculty in the Department of Human Sexuality and Anthropology at Big State University since 1987. He has been conducting cross-cultural research on sexual behavior since 1985 and has been a member of SSTAR since 1986.

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