

BOOK of ABSTRACTS

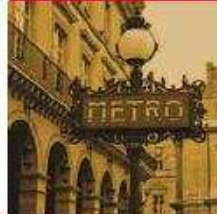
7th

european congress of

community
psychology

"common values, diverse practices"

Diversity



Global health

Health
Promotion

Europe



Prevention

Social
cohesion



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AFPC

Association Française de
Psychologie Communautaire

 **île de France**



The 7th European Congress of Community Psychology

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Chers Amis,

Nous sommes ravis de vous accueillir à Paris pour le 7e Congrès Européen de Psychologie Communautaire. La thématique centrale de ce congrès, « Valeurs communes, pratiques diverses », nous permettra durant ces deux jours de questionner l'identité du psychologue communautaire, dans une perspective transculturelle. Nous avons souhaité que ce congrès donne une place importante aux pratiques de terrain, afin de susciter une réflexion sur le rôle et la place des psychologues, des activistes, des usagers et des citoyens dans les politiques sociales, dans les processus de santé globale et dans le développement communautaire. L'Association Française de Psychologie Communautaire est heureuse et honorée de recevoir un public nombreux venu de plus de 30 pays. Ce congrès européen est le premier événement en psychologie communautaire à se tenir en France. Nous souhaitons qu'il soit pour vous une occasion de rencontres, de partage et d'élaboration de partenariats internationaux.

Bon congrès à tous !

Dear Friends,

We extend a warm welcome to the 7th European Congress on Community Psychology in Paris. The main theme of the congress, *Common values, diverse practices*, will allow us to interrogate community psychology from a variety of trans-cultural perspectives. We have asked presenters to initiate debate on theory and practice in relation to global health processes and community development and on the role of psychologists, activists, users and citizens in social politics. The French Association of Community Psychology is honoured to host participants from more than 30 countries to this European congress, the very first community psychology congress to be held in France. We hope that this will be an opportunity to gather, share and develop international partnerships within the field of community psychology!

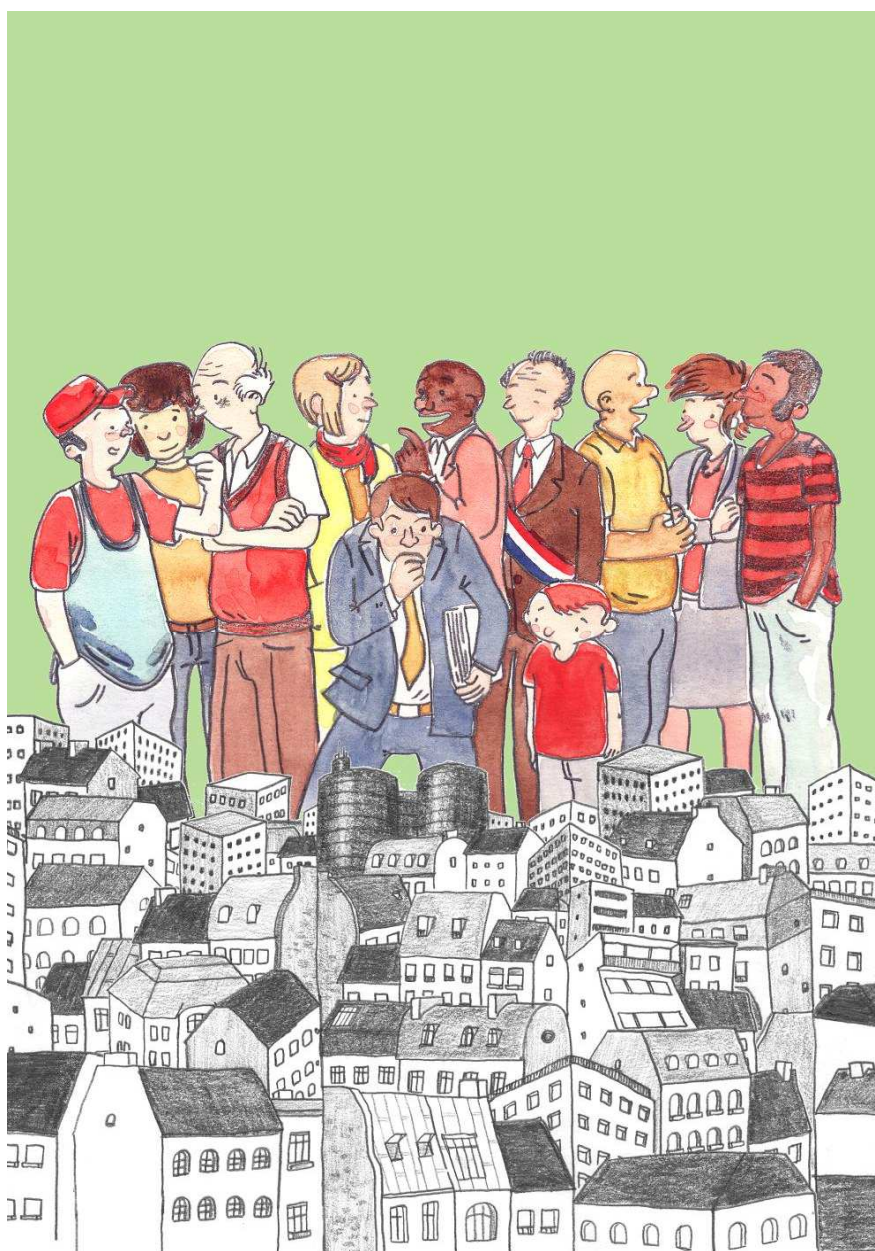
With best wishes for an enjoyable and successful congress!



Thomas Saias
AFPC president
Conference chair

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Plenary sessions

If not now, when? A two year programme for the progressive reconstruction of community psychologies in Europe

David Fryer

President of the ECPA (October 2009-September 2011)

The contemporary world is replete with misery, injustice and obliteration and things are getting worse. Psychology (and the associated wider and deeper set of knowledges, practices, technical processes and discourses which constitute the 'psy-complex') is increasingly clearly part of the problem. Despite rhetorics of social justice, empowerment etc., community psychology has been as ideologically problematic as any manifestation of 'psy' and, as critiques from the southern hemisphere have made clear, European community psychology has been no less problematic than any other local geographical manifestation. However, what has been constructed can be reconstructed and rich resources of critical theory, progressive ideology and political activism in Europe provide opportunities for the re-construction of scientifically post-positivist, methodologically critical, ideologically post-individualistic, politically radical, practically effective progressive community psychologies in Europe, in respectful solidarity with emancipatory developments in relation to subjectivity and power elsewhere of course. The European Community Psychology Association has the potential to be a catalyst of this reconstruction. If not now, when?

Pr Saul Fuks

Community psychology in Latin America: actual challenges and development

Rosario, Argentina

Abstract available soon

Pr Denise Jodelet

TITLE TBA

EHESS, Paris, France

Abstract available soon

The Butterfly and the Gadfly: Cathy McCormack and David Fryer in conversation about community activism and community psychology
Cathy McCormack[1] (Community Activist) and David Fryer[2] (Community Psychologist)

[1] Community Activist, Easthall, Glasgow.

[2] Professor of Community Critical Psychology, Charles Sturt University, Australia and Senior Research Fellow, Stirling University, Scotland.

This round table session will collaboratively explore the commonalities and differences between community activism and community psychology.

Cathy McCormack is a long term, community activist, popular educator, broadcaster, film maker and author currently based in Easthall, Glasgow, whose book, *The Wee Yellow Butterfly* (Glendaruel, Argyll Publishing), which tells a story of her life and its achievements so far, was published in April 2009 to huge acclaim. David Fryer is a long term community critical psychologist who has taught, carried out research, published and engaged in praxis.

Cathy and David have been supporting and challenging each other as allies for over 20 years attempting to deploy community activism and community psychology together to uncover and contest oppression and are currently editing a Special Issue of *Australian Community Psychologist* on Poverty Reduction together.

Following introductions, Cathy and David will engage in conversation about similarities and differences between what they do, how they do it, why they do it and what the consequences are for which interest groups.

Community Psychology: A Science and a Social Movement - Exemplars of Social Change

José Ornelas

ISPA, Lisbon, Portugal

The articulation of the principles, research and practice of Community Psychology are anchored in a set of core-values that have been identified and systematized by many contributions e.g. Caplan, 1964; Levine, 1969, 1987, 2005; Sarason, 1974, 1978; Rappaport, 1977, and more recently Dalton, Elias e Wandersman (2001) or Prilleltensky (2003), and include the promotion of individual well-being, sense of community, social justice, civic participation, collaboration and community strengthening, respect for human diversity, and the creation of evidence-based interventions.

Using this framework the presentation probes to identify ways in which Community Psychology as a Science and Social Movement may produce social innovation and change. The contributions towards the renovation of public policies described are a combination of the core-principles of Community Psychology and the lessons proposed by Shinn (2007) on how science may be useful to ground social movements, particularly if there concrete

domains such as leadership, political timing, ideas, a good cost/benefit ratio, the diversity of governmental structures, and research results are taken in consideration. The Social Change exemplars described (Ornelas, 2008) are in the field of community mental health and on violence against women and children, and the implementation of an innovative approach to support the homeless population (cf. Tsemberis, 2005).

Pr Wolfgang Stark
Community Psychology in Europe – Potentials and Challenges
Duisburg-Essen University
Essen, Germany

Traditional values of Community Psychology, like community building, social change and empowerment, today require more than working in a local community and/or improving the social situation of specific groups. While this work will remain an important core part of Community Psychology, the field also should empower itself: by using its competencies to develop social innovations, focusing at emerging futures by developing shared goals (and take shared risks), and by collaborating with other disciplines, societal institutions and business companies or other actors in society.

Community Psychology as a field in Europe in the future should focus on macro- and micro-issues of community building and develop its identity as a "linking science". To achieve these goals, it will be important to elaborate and re-identify the "DSA of community psychology":

Design Skills to develop both strategic-innovative and creative abilities in order to nurture mutual knowing, awareness and playfulness,

Social Skills to enhance the art of community building as a collaborative and empowering process, leading to social responsiveness and inclusion

Action Skills to learn how to co-create, implement and evaluate new concepts and social innovations to build communities in different settings.

Panel Presentations



"In fact, it's probably easier that way"

"C'est finalement beaucoup plus pratique pour mon travail"

**Community based school reform
Mark Aber**

University of Illinois, Urbana-Champaign

Volumes of research have documented the variety of ways in which U.S. public schools have failed African American students. While there are some signs of progress (e.g., graduation rates for African Americans have increased recently), the gap in educational outcomes between Blacks and Whites has grown since the early 1990's. Nationally, Blacks are vastly under-represented in gifted and upper level courses, over-represented in special education, and more likely to be suspended and expelled. Grass roots school reform efforts have taken place in local school districts throughout U.S. history. Little is written, however, about the role of community participation in contemporary efforts to address race-based inequities.

The proposed presentation will describe one community's efforts (in Champaign, Illinois) from 1996 to 2009, to deal address racial inequities in its public schools. In 1998, after years of denial on the part of school officials, under threat of a federal lawsuit and prodded by an investigation by the U.S. Department of Education's Office of Civil Rights, the school district commissioned an educational equity audit. Audit findings validated community complaints by documenting vast educational disparities across race. Since 1999, the school district has operated under a legal agreement, monitored by the federal courts, to address racial disparities.

During these ten years, together with members of a grass roots organization – the Coalition for Action on Racial Equity and Excellence in Education – I have pursued participatory action research aimed to reduce disparities. The proposed presentation will focus on longitudinal research (T1, 1999-2000, N= over 8,450; T2, 2009, N=anticipated over 5,000) examining the racial climate of the Champaign schools. Survey results illuminate student, teacher and parent perceptions of both the meaning of racial disparities in educational outcomes, and of the reform activities the schools have pursued to address these disparities. Discussion will consider implications for continued reform, with focus on sources of resistance to community participation and control over reform decisions.

**'Gearing up': a participatory project exploring cycling in York
Dr J. E. Akhurst**

York St John University

The city of York has amongst the highest number of adult cyclists per capita in the UK. A group of researchers, all cyclists themselves, have engaged in a participatory research project to examine the contribution of cycling to building a healthy community. The researchers have engaged with participants through a common activity, cycling, hoping that the investigation will be more authentic than traditional research. The intention being that the approach should be a leveller of some of the power imbalances in the research process. The project examines the ways in which cycling offers insights into the lived experience of our relationship to the environment, to other people, and to understandings of social interactions in the city communities. We have intentionally sought interactions with different groups of local cyclists, riding alongside them, with goals of more sustainable living and benefits to health and wellbeing.

The paper will reflect on some of the data gathered from a variety of different approaches: En route interviews with cyclists, the use of photo-voice methodology, traditional workplace surveys of people who cycle and focus group work. Using grounded theory, we will describe aspects of cycling activity in the city, the diversity of communities of cyclists, and undertake thematic analysis of the findings. We will also reflect on the underpinning philosophy guiding the project: that the participatory process may be as important as the outcomes.

Second author = Stephanie Meysner

**Responding to climate crisis: challenges to current approaches
Dr J. E. Akhurst**

York St John University

The rhetoric employed by well-meaning commentators on the climate crisis related to global warming and the need for behaviour change may be regarded as problematic, because it replicates some of the entrenched power differentials and existing inequalities in society. A group of concerned researchers have been exploring these issues, and have been investigating the work of an internationally-focused project on climate change and violence. A literature search exploring both critiques of traditional approaches and alternative possibilities such as community-based initiatives has been undertaken. The intention of this paper is to present the findings of the literature search and to explore the new thinking and practices in development of work on the interactions

between local communities and action related to the environment. These findings will be supplemented with reflections on experiences with local groups and some regional networks.

Second author = Elizabeth Freeman

Adolescent use of social network sites, sense of community and well-being: some empirical findings

Cinzia Albanesi

Department of Education, University of Bologna

Sense of community (SoC) can be considered a measure of the relation between people and their social environment. There is a growing body of research that has analysed SoC in adolescence, referring in particular to territorial communities and, to a smaller extent, to schools. Less attention was devoted to understand Sense of Virtual Community (SoVC) in adolescence, despite the growing popularity of social network sites among youth, and the impact that their use can have on their identity production. Great attention has been dedicated to the risks associated with excessive computer use (e.g. Young, 1998) and its potential interference with daily life, however there are also some evidences that Information and Communication Technology may enhance place-based community, increase sense of agency, facilitate the generation of social capital and increase well being (Ellison et al., 2007).

Aim of the present study is therefore to understand if social network sites represent an opportunity (or a threat) for positive youth outcomes. Participants were 309 high school students from 17 to 20 years olds, who completed a questionnaire that examined territorial SoC (using the short form of the Italian Sense of Community Scale for Adolescents (ISCS-A, Cicognani, Albanesi, Zani, 2006) and SoVC (using the scale proposed by Blanchard, 2007 and an adaptation of the ISCS-A), their relationship with activities/time spent on line (in particular the amount of time spent on Facebook and Msn) and off line (e.g., structured activities, spending time with friends, watching TV) and their effect on social and psychological well being. Preliminary results showed that 44% of the sample stays on line from two to five hours per day, with a 14% that stays connected more than 5 hours daily. SoVC is significantly higher compared to SoC, but the latter is significantly more associated with social and emotional well being.

Second author = Laura Fortuna

Feelings of Loneliness among Greek students with Special Educational Needs (SENs) attending resource rooms

Eleni Andreou

University of Thessaly

The inclusion of children and young people with Special Educational Needs (SENs) and difficulties into mainstream schools is one of the central international policy issues in school education. While inclusive educational policies continue to generate intense debate, there is comparatively little systematic research on its many facets and especially its impact on students' social and emotional development and adaptation. Full inclusionists argue for many possible benefits of inclusive classrooms emphasizing on the opportunities they provide to students with disabilities for making and sustain friendships with non-disabled peers and for minimizing the harmful effects of being stigmatized and socially excluded that may generate loneliness and depression.

The aim of the present study is to explore feelings of both social and emotional loneliness among 130 5th and 6th Greek primary school grade students participating in pull-out special education support provision programs. Results suggest that personal characteristics such as gender, type and severity of SEN and emotional reactivity, may not only predispose children to loneliness experience, but also render it more difficult for them to cope with aversive social feelings. Taking into account that chronic and intense loneliness poses serious threats to well-being, it is suggested that these programs should address preventive and interventive action to those children with SEN who exhibit the highest risk for loneliness. The implications of the study for developing inclusive community-based education programs are also discussed.

Second author = Eleni Didaskalou

Third author = Anastasia Vlachou

Bullying and Victimization in Children with Special Educational Needs (s): Implications for inclusive practices
Eleni Andreou

Bullying has been recognized as a widespread, persistent and serious problem occurring in schools across different national contexts. Despite the surge of interest in bullying in recent years, much of the research has focused on its multiple facets and characteristics among non-disabled students, while little is known about its incidence and dimensions in the population of students receiving special education support provision. It is well-known that schooling has generally been constructed and operates around the notions of normalization and homogeneity and children's diversity often generates discriminating responses contributing to exclusionary educational experiences.

In the light of above, the present study aims at exploring the extent and different types of bullying and victimization among Greek students receiving special education support provision. The sample of the study consisted of 102 students attending 5th and 6th primary school grades and participating in pull-out special education delivery programs operating within mainstream schools. According to the findings, participants were actively involved in both bullying and victimization with higher rates in victimization. Bullying was mainly related to physical aggressiveness, humiliating and racist behaviours towards others and social isolation from peers, while victimization included destruction of personal belongings and being attacked. Statistically significant differences were also identified between girls and boys over the different types of bullying and victimization getting involved in, with girls experiencing mostly social isolation and manipulation from others and boys displaying aggressiveness towards others and attacking peers. The implications of the study for developing school-based inclusive responses to students with SENs, are also discussed.

Second author = Eleni Didaskalou

Third author = Anastasia Vlachou

Interactions between Maghrebians and native inhabitants of San Marcellino (South Italy)
Caterina Arcidiacono

Federico II Naples

The contribution describes the phases and the results of a participatory and cooperative action-research conducted in collaboration with the local associations and the Muslim community of San Marcellino, a small town of the agricultural area of Caserta (South Italy).

Various social protagonists such as the Muslim community and the centres of trade-union and voluntary action which are active in the zone were involved in the research process. There was one focus group with primary and lower secondary school teachers and the study involved 47 interviews with the Italian (15) and migrant (15) inhabitants and stakeholders (7).

In this paper particular attention is paid towards analyzing the phases of the action-research undertaken and the constitution of the research group. The analysis of the textual materials collected and produced and the meetings for the evaluation of the results is integrated with the description and evaluation of the participation of the research group in the life of the Muslim community of San Marcellino and in its interactions with the local associative and relational context. The characteristics of the research group and the local interactions activated, such as the participation in events, seminars and meetings in the area are also described.

Our further aims are to present the results in terms of town development, the inhabitants' needs and the participatory research procedures. On this basis, the paper also discusses how to build up a theory starting from a field investigation that pays attention to people's narratives, and how to construct a substantive theory which is inductively derived from the study of the phenomenon. For a better understanding of the particular aspects of a local community, this paper deals with various methodological questions concerning the triangulation of sources, sampling strategies and research instruments such as narratives, which are examined especially as regards their use according to a grounded theory methodology. In addition the article discusses the construction of interpretative categories in order to better understand the attribution of meanings within the context of a constructivist approach (Charmaz, 2005).

Key-words: Migrants; participatory, cooperative action-research; reflexivity.

Second author = Fortuna Procentese

Third author = Anna Bocchino

Les modèles d'application des connaissances sont-ils adaptés à l'intervention auprès des communautés? **Cécile Bardon**

Université du Québec à Montréal

Contexte : Bien que l'importance d'améliorer la qualité des interventions par l'utilisation de connaissances scientifiques soit de plus en plus reconnue en psychologie communautaire (Wanderman et al., 2008), les modèles d'application des connaissances (AC) ont principalement été développés au sein des domaines médical et psychosocial. L'adoption d'un modèle d'AC issu de ces domaines semble cependant problématique étant donné les particularités de l'intervention communautaire soit : (1) la production de connaissances scientifiques ne répondant pas aux critères de production des données « probantes »; (2) la cible de diffusion qui représente une communauté plutôt qu'un individu; (3) les retombées attendues (justice sociale, empowerment) qui diffèrent de celles des domaines médical ou psychosocial.

Objectifs : Ce projet vise à (1) examiner les principaux modèles d'AC dans les domaines médical et psychosocial; (2) proposer un modèle d'AC répondant aux particularités de l'intervention communautaire.

Méthodologie : Une revue systématique des modèles d'AC au sein des domaines médical et psychosocial a d'abord été effectuée (Chagnon, Gervais et Bardon, en cours). Les critères d'inclusion se basent sur la clarté, la cohérence théorique et la validité empirique des modèles. Sur 3 500 articles recensés, 45 modèles ont été retenus pour l'analyse. Les déterminants de l'AC, les cibles de diffusion et les retombées attendues ont ensuite été analysés selon une perspective écologique.

Résultats et implications : Seulement 37 % des modèles recensés parlent du processus d'intégration des connaissances tacites et scientifiques. De plus, 38 modèles ont comme cible un changement de pratique professionnelle et n'adressent pas des systèmes plus larges que l'individu. Enfin, seulement 2 modèles mentionnent l'importance de l'empowerment comme retombée de l'AC. Un modèle d'AC respectant les valeurs et les principes de l'intervention communautaire devrait reconnaître l'importance des processus de co-construction et de partage du pouvoir entre chercheurs et praticiens. Celui-ci devrait également viser des retombées au sein de la communauté plutôt que des changements au niveau des pratiques individuelles.

2eme auteur = Marie-Joelle Gervais

3eme auteur = Francois Chagnon

Enjeux actuels des centres d'écoute téléphonique. Comparaisons entre la Belgique et le Québec. **Vinciane Beaulen**

Télé-Accueil-Liege

Existant depuis une cinquantaine d'années en Occident, les centres d'écoute psychologique constituent une pratique communautaire essentielle en prévention. Apportant une aide psychologique gratuite, disponible 24h/24 et sur simple appel téléphonique, ces centres répondent à des demandes immédiates et non officielles de service en santé mentale. Reposant traditionnellement sur des non-professionnels bénévoles, les centres misent sur la solidarité entre les individus.

Aujourd'hui, on constate que la réalité des appelants comme des écoutants s'est transformée : de nouveaux enjeux confrontent actuellement les centres d'écoute. D'une part, les problématiques des appelants deviennent de plus en plus lourdes et complexes; la maladie mentale est davantage présente lors des appels ainsi que l'isolement des personnes. D'autre part, l'engagement et la motivation des bénévoles ont évolué. Dans ce contexte de questionnements, une comparaison des pratiques belges et québécoises dans les centres d'écoute téléphonique a été effectuée afin d'investiguer les différentes réponses données dans des milieux culturels semblables mais contrastés. L'objectif de cette communication est de présenter le résultat de cette analyse comparative effectuée à partir d'un séjour d'étude au Québec et d'une pratique de plusieurs années à Liège. L'analyse portera sur (1) les modalités et les outils de recrutement, (2) la formation des écoutants, (3) le type d'écoute active, (4) le suivi des appels, (5) la tendance à la professionnalisation pouvant remettre en question les fondements de l'action bénévole, (6) la relation entre bénévoles et salariés. Nous insisterons sur les ressemblances et les différences quant aux appelants, aux bénévoles, au personnel encadrant ; à la subsidiarité, à l'organisation du service ; à la raison d'être et la finalité de l'écoute ; aux perceptions quant à la légitimité de l'intervention. Nous concluons notre communication par une réflexion sur cette intervention communautaire spécifique qu'est le centre d'écoute au sein de la société civile.

2eme auteur = Marie-Christine Jacques



— là c'est la ligne d'écoute pour les geus qui travaillent dans les centres d'écoute...

Exploring Dimensions of masculine subjectivity, Violence and Gender Equality in a group for men who exercise violence in their affective relationships
Adriano Beiras

Universitat Autònoma de Barcelona

Making the masculine subjectivity into a research, problematization and intervention subject is a relatively recent event. Its visibility is important for the increase of efficacious actions; following the considerations achieved in the United Nations Conferences (Cairo, 1994 and Beijing, 1995) – in terms of intervention and public policies related to violence. This communication intends to accomplish a study on the relationship between the process of subjectification, masculinities and violence, reflecting about the construction and deconstruction process for men who exercise violence in their affective relationships in contexts of group intervention. It also aims to interject a critical view on the discursive practices that subjectify them and influence the laws and assistance programs directed to these subjects. The investigation was performed through participating observation and interviews with men who participate in a rehabilitation group for men who have exercised violence in their affective relationships. The study of the obtained data was performed utilizing Anglo-Saxon discourse analysis (ideological and rhetorical analysis) and dialogue with the theories which base this investigation (masculinity, queer theory, performativity, subjectivity studies, feminist theories, discursive psychology, social constructionism). The reflexive deepening and result analysis in process in these questions it will contribute through the betterment of assistential public policies and the possible refinement of legislations about violence.

Second author = Leonor M Cantera

Chances and challenges of sustainable community intervention: working with adolescents of a slum area in Rosario/ Argentine
Jarg B. Bergold

Freie Universität Berlin

One of the most important goals of community psychology intervention is the long-term maintenance of projects in countries with limited resources. Very often the project finishes when the grant from abroad expires. Problems of sustainable implementation of community programs will be discussed using the example of the project "IMAGINARTE - Proyecto Social de Fotografía Digital" in which context adolescents from a slum in Rosario learn digital photography, basic social behaviour and occupational skills. It will be argued that three dimensions of sustainability have to be taken into account:

1. The pragmatic dimension which comprehends effectiveness and efficiency in the sense that the aims are achieved and maintained over time.
2. The symbolic dimension which comprehends the care for the sustainability of the "sense" of the project for the participants, the team and the community. y los financiadores
3. The relational dimension which includes the stability, quality and intimacy of the social relations of all partners.

Mostly, the pragmatic dimension is focused by project developers. We will argue that the other two dimensions are even more important when a sustainable community project is to be achieved.

Second author = Fuks, Saul, Universidad Nacional de Rosario/ Argentina

"Self-Help-Friendly Hospitals" Quality Standards of Collaboration between Hospitals and Patient Organizations
Monika BOBZIEN

The presentation refers to an ongoing project conducted in Germany in various cities to improve patient orientation and patient participation in hospitals. It shows an innovative approach towards combining experiential and professional expert knowledge in the field of clinical practice.

After a successful pilot project in Hamburg conducted in 2006-2007 in three hospitals, its results are now widely disseminating into other regions and may also be adapted to requirements concerning the collaboration of patient organizations with local specialists and general practitioners.

"Self-Help-Friendliness" as a quality criteria for professional work requires a change in attitudes of professional work and also needs favourable organizational structures that allow patient organizations to better voice their needs and to influence treatment and care by collaborating at eye level.

Discussed will be processes and implications of strengthening the idea of patient

participation by user-defined quality standards that give orientation in hospital treatment and also exemplified will be joint efforts of hospitals and patient organizations to implement quality standards of good practice in collaboration into hospital routines.

Issues that will be addressed are: Empowerment, Health Services, Patient Organizations, Quality Standards, Partizipation

Youth Service-the Social Service´s role in the punishment of young lawbreakers
Tomas Bons

Fou-Södertörn, Sweden

Since 2007 the legislation concerning young lawbreakers in Sweden between the age 15-21 has made it possible for the court to sentence to Youth Service. This punishment is administered by the Social Service and consists of two separate parts. One part is unpaid work were the youngster should work in a municipal- or voluntary organization between 20-150 hours depending on the severity of the crime. This work should not intrude on the youngster's ordinary work or school participation and is therefore taking place mainly during evenings, weekends and vacations. The other part is that the convicted should attend an educational programme held by a social worker or a psychologist were the nature and the consequences of the crime is penetrated. This programme varies both in length, between 4-10 hours, and in design, between the municipalities administrating the programme. Generally the programme is labelled a consequence programme.

The purpose with Youth Service is to limit the use of fine and short term deprivation of liberty through the educational impact from the unpaid work and the consequence programme.

The Social Service has a double role in this process. First it is the task for the Social Service to investigate if the young person is suitable for Youth Service, namely if there is no obstacles in the persons life situation which should hinder performing the punishment. This investigation is addressed to the prosecutors and is a necessary for the possibility to be convicted to Youth Service. The other role of the Social Service is to administrate the sentence.

The question for this presentation is how different municipalities administrate Youth Service, which is interesting especially since municipalities have different kinds of consequence programmes and differ in how long they have worked with Youth Service. This study is mainly descriptive concerning how the municipalities organize their work but also focus on how well the Social Services manage to decrease the youngsters' participation in criminal activities due to the effects of the programmes of Youth Service.

From treatment to transformation: Conscientization, social capital and the individual - pathways to mental well being in socially deprived settings?
Rochelle Burgess

LSE, London

Ensuring the mental well being of individuals in socially deprived settings is a growing concern in the international health forum. This drive stems from a desire to respond to the pervasive paucities in mental health services that highlight developing countries.

Current attempts to address this need through the scaling up of western modalities of care are currently underway in many countries. Unfortunately, these systems are unable to mediate the impacts that social milieu such as poverty and violence have on mental ill health. In rural communities of South Africa, where notions of mental health carry meanings from the mystical to the medical, and the factors which may contribute to mental ill health are linked to the conditions of a life of poverty or with HIV, the best approach to supporting communities in addressing their own mental health needs is unclear.

This work draws on the findings from evaluations of two South African NGO's attempting to address the mental health needs of communities constrained by poverty and HIV/AIDS. Interviews and focus groups with service providers were completed over a one month period in 2008. Findings from a content analysis provide the foundations for understanding how mental well being may be best achieved in these settings.

Drawing on Paulo Frère's notion conscientization, Bourdieu's notions of social capital and the individual psychological phenomena of self efficacy, positive self esteem and identity, these findings interrogate how the interactions between active individuals and their communities as part of their engagement with mental health programming, combine to extend community mental health programmes to encompass broader notions of community driven development and empowerment. It postulates that a movement beyond treatment and towards the empowerment of communities should form the crux of successful mental health treatment programs. Envisioning the 'scaling up' of services as a movement which includes community members as active agents in ensuring their mental well being.

The Art Museum as a Health Promoting Environment
Paul Camic

Canterbury Christ Church University

While there is increasing evidence for the importance of incorporating the arts in healthcare environments, little attention has been directed toward the art museum as a potential community setting for health enhancing activities. Considering the prevalence of art museums in major cities, as well as in many regional towns throughout Europe, this is an area worthy of further exploration. Art museums are generally accessible for public use and offer both works of art to view as well as physical spaces for silent contemplation and engaged discussion. Often communities are proud of their art museums, citing them as important cultural attractions that add interest and value for local residents. For some members of the community, however, museums are places of perceived social exclusion and are venues that are difficult to navigate and to feel welcome. Seldom are they seen as potential community intervention sites that might be used as health promoting places.

This paper presents both ongoing and recently completed projects hosted at the Tate Britain gallery in London. It involves collaboration between service users and care givers, the gallery, Oxleas NHS Trust and Canterbury Christ Church University in an innovative non-clinical, community context. One goal of the collaboration has been to redefine the public gallery and museum as a place to promote positive mental health. Another goal has been to expand how the gallery is used by thinking about curatorial practices as tools to promote health and wellbeing. Seeing the gallery as an interactive site for community involvement, curators and healthcare professionals have worked to expand how the museum is used by members of the community who have mental health difficulties or care for those that experience those problems. The paper will focus on three projects and will describe how the overarching collaborative relationship developed, the structure and results of each project, the challenges of working in a museum context and plans for future research.

Second author = Neil Springham

Do invisible codes about community and identity exist in community psychology praxis? A literature review from a South African perspective
Ronelle Carolissen

University of Stellenbosch, South Africa

When we engage in and with communities and community psychology, there are often implicit and explicit references to identities about community psychology as a form of knowledge and the people who engage with community psychology. This literature review will focus specifically on how community psychology and identity interact and how this interaction potentially marginalises community psychology as knowledge and praxis. A multi-levelled analysis of the literature will focus on images of community psychology as reflected in society, in universities, in student perceptions of community psychology and in perceptions of professional identities of psychologists. In this way, a triangulated image of community psychology and identity can be constructed by means of the literature review. The literature suggests that invisible codes about community and identity exist in community psychology praxis and that community psychology and all those who are associated with it, are unwittingly cast into deficit models of diversity in the South African context. Interlinking community and identity provides ample opportunity for particularly racism and sexism to undermine the potentially valuable role of community psychology. It is thus important to transform community psychology by considering social justice approaches to community psychology and to apply this to the discipline of community psychology itself.

Promoting suicide prevention across professional and institutional borders.
Nicholas Carr

Haukeland University Hospital
Bergen - Norway

A major challenge within the field of suicide prevention is predicting risk at an individual level. Particularly with adolescents we see that a variety of behaviour with different intention occur in deliberate self harm. This highlights the importance of implementing guidelines for risk assessment across professions and organisations. This presentation outlines how a strategic implementation can be carried out, and suggests methods for measuring effects of using guidelines. We have limited knowledge about effects on a professional and organisational level. Norway, who was among the first countries in the world to introduce a National Plan for suicide prevention (1994 – 98) have recently implemented new guidelines (2008). These are designed for mental health care workers, and include procedures for clinical risk assessment. Community Psychology provides a critical approach, and will argue that guidelines should be adjusted to the out - patient clinic where most adolescents receive treatment. When mental health care workers perceive new guidelines as concrete and relevant tools in working with young people at an early stage of risk, they will experience higher levels of support and coping by using such guidelines.

Clergy Sexual Abuse: What brought the Legal System, Mental Health and Religion Together
Thomas Carr

Thomas F. Carr & Associates Inc.

As stories of clergy sexual abuse have shocked the United States, Canada and Europe over the past decade, the Pastoral Response Assistance Team, a multidisciplinary group of clinicians, lawyers, women religious and others from Boston have tirelessly worked at helping those affected, since 1992. Members of the original team will explain and demonstrate techniques which help to integrate new members/disciplines into the "team". We will illustrate the need to differentiate mental health issues from spiritual issues and identify modalities for treatment. The importance of considering a variety of treatment modalities when addressing the issue of clergy abuse. The importance of considering how each of the five senses impacts on the victim, and how to devise treatment utilizing this information. For example, being aware that a certain scent might be a trigger to trauma. We will construct a paradigm that utilizes "context of time" and the "developmental stage" of the victim at the time of abuse, the time of disclosure and the time of treatment. We will outline the impact of media coverage on individual survivors and families, and demonstrate how the media can effectively utilized in education and treatment

Second author = Elsie E. Peck
Third author = Kevin Patrick Seaver
Fourth author = Katherine M. Donnelly
Fifth author = Melvin F. Albert

**Bien-être au travail et qualité des services fournis aux utilisateurs: une recherche-action à l'intérieur d'un centre hospitalier italien.
Gandolfa Cascio**

Univesité de Palerme

Depuis le milieu des années 1970 en Europe, un grand nombre d'écrits scientifiques ont investigué la relation bien-être-travail en se concentrant sur les rapports entre les facteurs-clés qui apparaissent déterminants pour la qualité de vie au travail: la réalisation et le développement professionnel, les relations sociales et professionnelles, l'environnement physique, le contenu et l'organisation du travail.

Ces facteurs jouent un rôle très important à l'intérieur des milieux socio-sanitaires : car ils ont un impact considérable sur la satisfaction des professionnels de santé et sur leurs niveaux de stress et d'épuisement, ils conditionnent la qualité de la relation avec le malade en influençant, par l'intermédiaire de la satisfaction du patient, le succès des traitements aussi bien que des actions de prévention et promotion de la santé.

Partant d'un cadre théorique qui privilégie, d'un côté, l'implication des acteurs sociaux dans les objectifs et les processus de changement, de l'autre, la construction du sens et l'accroissement, par les acteurs eux-mêmes, de la connaissance des processus dans lesquels ils sont pris, une intervention psychosociologique a été menée à l'intérieur d'un hôpital italien d'environ 460 lits qui enregistre, si l'on considère soit les hospitalisations de jour soit celles classiques, presque 20.000 séjours par an.

Une place de première plan a été réservée aux actions de formation conduites dans une perspective visant à favoriser la prise de conscience des rapports entre bien-être au travail, satisfaction des patients, qualité du service et promotion de la santé. En même temps, l'administration du questionnaire MOHQ (Avallone & Paplomatas, 2005) et l'analyse des transcriptions des séances de 70 focus group à l'aide du logiciel T-Lab, ont permis de dresser un tableau de la situation actuelle de l'hôpital qui a représenté le point de départ pour le lancement de projets d'amélioration et de promotion du bien-être de l'organisation. Dans l'ensemble, nos résultats montrent que les dimensions du bien-être de l'organisation nécessitant une attention prioritaire sont nombreuses : les sujets (n = 782) ont exprimé des perceptions négatives à l'égard du stress au travail, de la justice organisationnelle, des activités de prévention et des initiatives en matière de sécurité, du confort du poste de travail, de l'attitude face à l'innovation. Ils ont en outre exprimé des opinions critiques à propos de l'efficacité et du conflit organisationnels, de l'isolement et des dirigeants. Par contre, il semble que des bonnes relations horizontales caractérisent les groupes de travail.

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2eme auteur = Lo Presti Caterina

3eme auteur = Venza Gaetano

L'adhésion des intervenants au changement : un modèle théorique pour favoriser l'application des connaissances

Lucie Charbonneau

Centre jeunesse de la Montérégie - CJQ-IU - UQAM

Le travail du psychologue communautaire consiste, entre autres, à développer et évaluer des programmes cliniques afin d'améliorer la santé et le bien-être de certaines populations ou encore de prévenir l'apparition de problèmes chez une clientèle plus à risque. L'implantation de ces programmes requiert souvent un changement de pratique de la part des intervenants (intervenants sociaux, médicaux, scolaires, etc.). Ainsi, pour implanter avec succès une nouvelle pratique, celle-ci doit être cohérente avec la perception du problème par la communauté de pratique et son désir de changer. Différentes théories du changement ainsi que certaines approches de la gestion du changement permettent de saisir le processus dans lequel s'engagent les intervenants pour arriver à modifier leurs pratiques de travail. Selon le modèle théorique présenté dans cette communication, l'adhésion au changement de pratique représente un rouage essentiel à son implantation.

Situé au Québec, le Centre jeunesse de la Montérégie (CJM) est un établissement régional voué à la protection des enfants et à l'encadrement des mineurs délinquants. Six programmes cliniques visant différentes problématiques vécues par sa clientèle sont en cours d'implantation : négligence, abus, abandon, troubles de la conduite, santé mentale et délinquance. Dans le but d'optimiser les efforts de mise en oeuvre de ces programmes, l'équipe de recherche du CJM a voulu évaluer le niveau d'adhésion des intervenants aux changements de pratique prescrits par les programmes. À partir d'un modèle théorique du changement adapté à la réalité du CJM, l'équipe a tenté de décrire les composantes du processus menant à l'adoption de nouvelles pratiques par les intervenants. Pour ce faire, 87 entrevues ont été menées auprès du personnel clinique chargé d'appliquer les six programmes afin d'évaluer, entre autres, la validité de ce modèle d'adhésion au changement. Cette communication vise à présenter le modèle théorique de l'adhésion au changement développé dans le cadre de cette recherche et de discuter de ses répercussions potentielles pour l'application des connaissances.

2eme auteur = Chloé Gaumont

SENSE OF COMMUNITY AND SOCIAL PARTICIPATION IN ADOLESCENCE.

Elvira Cicognani

Department of Sciences of Education, University of Bologna

Sense of Community (SoC) is a key theoretical construct in community psychology. Since McMillan and Chavis' (1986) theory and definition, research in this area has flourished (cf. Fisher, Sonn, & Bishop, 2002). Several authors have explored the meaning of SoC in different settings, contexts and groups including, neighbourhoods, schools, ethnic and immigrant groups (e.g., Brodsky, 1999; Sonn & Fisher, 1996), organisations (e.g., Hughey, Speer, & Peterson, 1999) and religious settings. One group for which there was the need to develop a better understanding of the experience of community and SoC and a means of assessing SoC was adolescents (Chipuer et al., 1999; Evans, 2007).

This study validated a brief SoC scale for Adolescents (SoC-A) in Italy. This scale comprises 20 items and five factors: Needs satisfaction; Support and emotional connection with peers; Support and emotional connection in the community; Sense of belonging; Opportunities for influence.

The sample included a total of 661 Italian high school students (47% male and 53% female) between the ages of 15–18 year-old. Participants were submitted a questionnaire including also information on group membership, social participation, perceived social support (MSPSS, Zimet et al., 1988) and well being (Keyes, 2005).

Factor analysis confirmed five factors corresponding to the original work of Cicognani, Albanesi and Zani (2006). Males scored higher on SoC than females. There were no differences between age groups. Results showed differences in SoC between types of schools (Lycee, Vocational and Technical Institutes). Sense of community correlated as expected with perceived social support and well being. Moreover, significant differences were found in SoC scores according to group membership and social participation.

These findings provide support for the brief SoC-A and its underlying multidimensional theory of SoC. The role of gender, type of school, group membership and social participation will be discussed.

Elvira Cicognani, Monica Chiessi

Department of Sciences of Education "G.M. Bertin", University of Bologna (Bologna, Italy)

Christopher Sonn

School of Social Sciences and Psychology, Victoria University (Melbourne, Australia)

The prevention of dating violence in community

Cidalia Duarte

Faculté de Psychologie et Ciencias d'èducation de la Université de Porto

Based on several studies with adolescents and young adults from the north of Portugal, we present some reflexions about the perception of violence in intimate relationships which has the aim to have a deeper knowledge in the field of dating violence. Since research in this area is relatively recent, conceptual and methodological approaches are still emerging, therefore, we choose not to emphasize a particular perspective, reviewing the various models that explain the origins of dating violence. Basically, we assume a developmental, ecological and systemic model, which recognizes the multiple influences that human activity gets, and this action is only understandable in the context in which it occurs. Although they have been several studies conducted in the area of dating violence, in our opinion, little attention has been made to the question of prevention of this phenomenon in the community. In this perspective, we assume the need to assess preventive interventions near adolescents and young adults from a developmental perspective, which assume a continuous work with different professionals (psychologists, teachers,...) and settings (schools, community centers, recreate associations,...). Finally, we intend to emphasize relational dynamics underlying conflict and violence, namely different conflict resolution strategies and violent behaviors; and the role of variables such as gender, socio-economic level, age, parenting, between others. To have multiple perspectives and suggestions for preventive interventions interviews with professionals were made in order to empower the direct participants, and indirectly, the community to which they belong.

Key-words:

dating, violence, prevention, empowerment

Women's police station in the south of Brazil: Women assisted in the psychology attendance's profile

Lila Maria Gadoni Costa

Universidade Federal do Rio Grande do Sul

Violence against women is largely discussed at society, occurring in groups without distinction of race or social class. Public policies have been implemented all over the world, aiming to prevent and to eradicate this issue.

Due to the growing number of notifications, specialized police stations and women's care services creation have been proportional to the increasing of this demand in Brazil. To get to know the prevalence of the issue and defining the victim's profile in different social and regional contexts is fundamental to elaborate more effective projects and interventions in the specialized services. The aim of this study was to carry out the gathering of data of the cases assisted by the psychological attendance of the women's police station unit, in a city localized in the south of Brazil, from 2006 to 2008. The gathering of data was made by analyzing the forms filled by the psychologist that works in the mentioned police station. The analysis demonstrated that the range of the women assisted varies between 12 and 78 years old ($M=36,75$; $DP=14,08$), and half of the women did not conclude elementary education. The types of violence perpetrated against women were physical, psychological, or physical and/or sexual abuse against their children. It was observed the presence of previous violence in the victims' and aggressors' origins families. The gathered data confirmed studies demonstrating that the majority of the violence's cases against women occur in their own homes. It was also noticed that the use of alcohol and the presence of previous violence in the families can be indicated as risk factors. Prevention and intervention projects, as well as the delineation of the specialized psychology services are important to attend this population. To delineate this kind of service and its user population enable the undertaking of more effective actions and properly planning.

Third author = Lirene Finkler

Fourth author = Débora Dell'Aglio

Youth 'risk' and 'resilience': Contested values, beliefs and functions Cate Curtis

Waikato University

The area of youth risk and resilience has been a topic of increasing concern internationally over recent years. This concern is played out in the media and political arena and there exists a substantial body of research on risk and its association with anti-social and criminal behaviour. However, significant problems with the risk factor approach exist, in particular in regards to the way conceptions of risk and resilience are constructed, and the analysis of risk and protective factors in the absence of their historical and social location.

Studies of risk and resilience have tended to be value-laden both in terms of how adversity is defined and how resilience is measured, such that resilience = conformity. Varying and contestable beliefs and values give meaning and relevance to constructions of normality. However, assessments are made using decontextualised criteria.

Reductionism is implicit in the risk factor model. For example, at the psychological level, the individual is reduced to sets of psychological traits and cognitive processes. At the social level, the context, meaning and function of rule-breaking is ignored. Interventions focus on psychogenic antecedents in the immediate social environment of the young person rather than in the wider community or socio-political structures. Thus, the focus on risk factors offers a management system based on identifying/blaming 'dysfunctional families' while justifying surveillance and intervention. Alongside this, need has been replaced by risk as the core principle of social policy formation and welfare delivery.

This presentation argues that concerns about youth risk reflect competing social values and anxieties rather than issues of risk and resilience per se. Further, I will argue that the current plethora of policy initiatives focused on 'at risk' youth is the corollary of a moral panic about out of control children. The initial findings of research currently underway will be utilised to elucidate these arguments.

Développement, Femmes, Migration : les enjeux de la mondialisation et la quête de reconnaissance sociale Maria Inácia D'Avila

Université Fédérale de Rio de Janeiro-Programme EICOS

Nous sommes aujourd'hui un peu partout marqués par des migrations permanentes- dues à des pressions économiques, culturelles, politiques, environnementales- contexte dans lequel l'Etat devient de plus en plus un lieu transitoire, temporaire et ses habitants de plus en plus apatrides (Butler et Spivak, 2007).

Une recherche auprès de femmes ayant migré de zones rurales pauvres vers une mégapole au Brésil et vivant dans des contextes socio-économiques et culturels différents est l'objet de notre présentation. Les femmes migrantes un peu partout dans le monde ont en commun de faire face à l'inégalité de base sur laquelle repose l'économie des sociétés dites modernes (Beck, 1986,2001), et aussi en tant que migrantes, aux difficultés d'accès aux ressources (logement, emploi, santé, éducation pour leurs enfants), em même temps qu'elles essaient d'être actrices sociales du développement , dans leur quête de reconnaissance sociale.

A l'aide d'une méthode de recherche participative, en utilisant les recours aux registres visuels et l'application des vidéofeedbacks, nous explorerons questions telles que des « soi-femme au travail » ainsi que celle de la reconnaissance sociale des femmes . S'insérant dans le champ des Cultural studies et Post-Colonial, cette

recherche est une contribution pour examiner la participation des femmes migrantes et pauvres au développement social en essayant de comprendre ces femmes et leurs identités à par le biais de la diaspora d'une « culture » hybride et mouvante qui est la leur (Hall,2007).

Le travail intègre un axe de recherche sur Genre et Développement, mené dans le Laboratoire d'Images du programme EICOS- Études Interdisciplinaires des Communautés et Ecologie Sociale- de l'Université Fédérale de Rio de Janeiro (UFRJ).

Gender violence in couples against immigrant women
Roberta de Alencar Rodrigues

Universidade Católica do Rio Grande do Sul, Brazil

This doctoral research discusses gender violence in couples against immigrant women in Barcelona, Spain. The literature highlights the fact that migratory conditions (language, employment, racism, illegal status, etc.) can increase vulnerability to abuse. On the other hand, we recognize that there are personal and external resources that immigrant women can use to escape violence. Departing from this hypothesis, this research is concerned with how immigrant women get out of abusive relationships. The relevance of this study lies upon the fact that the number of immigrants has increased dramatically in Spain, as shown by the following figures: from 1996 to 2005, the overall immigrant population increased from 542,314 to 3,730,610 and the number of female immigrants increased from 269,087 to 1,738,576. Further, Spain has been seen as a site of domestic terrorism because of the number of deaths of victims of gender violence. Data from "Red Estatal de Organizaciones contra la violencia de género" shows that 75 women were killed by either a partner or an ex-partner in 2008. Twenty-nine female immigrants out of those seventy-five were killed by their male partners, which corresponds to 38.6% of the cases. This immigrant female population is between 25 to 35 years old, and the majority work in domestic services. Most of them knew people in Spain who helped them come here to seek opportunities that they would not find in their countries of origin. The majority send part of their income to their family outside of Spain. In order to achieve our research objectives, we chose the qualitative methodology that allows setting battered immigrant women's experiences in a historical and socio-cultural context. The narrative analysis method is used in this research to analyze the data obtained through interviews focused on the migratory project and experiences of violence. As this research is still under way, only previous data will be shown, but we make some observations aroused by the interviews.

Common sense beliefs on the causes of child maltreatment in Portugal
Maria Manuela de Amorim calheiros

ISCTE - Lisbon University Institute

The present study presents an analysis of the common sense beliefs of a sample of Portuguese parents on the causes of child maltreatment as well as an analysis of the variability factors of such beliefs.

A sample comprised of 358 Portuguese parents answered to a questionnaire concerning beliefs on causes of child maltreatment. The questionnaire was based on a review of literature on etiological models of maltreatment. It contains 38 items: nine items on development characteristics and background; seven items on the family context and interaction that characterises the child-family immediate environment (micro-system); eight items on the social contexts of maltreatment (exo-system); nine items on culture and social integration; and five items on the nature of child, child rearing and child development.

Findings show common sense beliefs on the causes of child maltreatment to have a multifactorial structure which integrates the ontogenic, interactionist, and cultural factors, as well as the factors regarding context and social integration, proposed by most theoretical models on the etiology of child maltreatment. Analyses performed on belief factors showed a great variability of these beliefs that was mainly due to the individual's proximal variables.

Common sense explanations regarding child maltreatment are more restrictive than the ones found in current theoretical and empirical research: they seem to exonerate maltreating parents, failing to make them accountable and for ascribing to them an active role in parenthood. These beliefs contribute to the social legitimisation of child maltreatment in the family context.

From a social point of view, an analysis of common sense beliefs on the diversity of causes leading to child maltreatment may contribute to shedding some light on issues of prediction (stability and change of social behaviour) and justification (planning and strategies) of design and implementation of intervention programmes in the community. An interactive analysis of variability factors of common sense beliefs makes it possible to build awareness of child maltreatment and to develop and implement programmes targeted for specific social groups.

Entre santé et communauté, arrangements locaux avec les catégories globales Béatrice DERIES

Laboratoire Modys université Lyon 2 / Ecole Rockefeller, Lyon

Le « communautaire » semble s'être imposé comme un nouveau référent de l'action publique à l'échelle des territoires urbains, accompagnant le rapprochement amorcé il y a une vingtaine d'années en France entre politique de la ville et santé publique. Dans les espaces où se concentrent avec le plus de visibilité les inégalités sociales, se fabrique à l'intérieur de ce que l'on a l'habitude de présenter comme le volet « santé » de la première un ensemble de pratiques répertoriées dans le lexique communautaire, celui-ci renvoyant aux méthodes participatives par lesquelles y sont envisagées les actions de prévention et de promotion de la santé. Cependant, d'une expérience à l'autre, voire d'une étape à l'autre de sa construction locale, force est de constater la variabilité des contours que l'on donne tant à la santé qu'à la communauté, rendant aléatoire toute tentative de définition de la santé communautaire à l'intérieur de limites conceptuelles et professionnelles stables et rassurantes, quand bien même le langage tendrait à s'unifier et à devenir normatif. Le processus de montée en généralité de la « santé communautaire » dans les quartiers pauvres de la politique de la ville française prend l'allure d'un métissage, qu'explique notamment le rôle central de la notion d'expérience dans sa promotion et sa traduction.

C'est sur l'une de ces expériences ayant partie liée avec l'histoire urbaine d'un quartier en « politique de la ville » que se recentrera la communication, en s'appuyant sur les résultats d'une recherche sociologique. L'accompagnement d'un groupe de mères constituera ici l'embryon puis le fil rouge d'un processus de santé communautaire à plus grande échelle, jusqu'à l'intégration de cette action avec et entre femmes dans les dispositifs de l'action publique locale. En reprenant un fragment de cette genèse, nous verrons de quelle manière faire de la santé communautaire, et s'afficher sous cette enseigne, constitue une ressource de développement social. La santé communautaire serait ainsi l'oxymore le mieux à même d'exprimer la tension contemporaine entre quête de lien collectif et nécessité de prise en compte des subjectivités dans l'espace public, participant d'une reconsidération de la notion même de public. Cependant, à l'improbable communauté des usagers tend à se substituer une communauté d'intervenants professionnels, éventuellement rejoints par des élus locaux. L'exemple proposé montrera comment ces formes différenciées de communautarisation recourent en certains moments des langages dissonants sur la santé et la santé mentale, et mettent en contraste et en débat les différents horizons du travail communautaire.



« femmes en mouvement »

Needs and planning perspective of women's associations in Naples district I., Di Napoli

Social capital is the actual or potential resources that derives, as Putnam (2000) states, from connections among individuals-social networks and the norms of reciprocity and trustworthiness that arise from them. Voluntary association represents a microsystem where citizens can share social networks and social trust, which, when mobilized, can bring about positive behaviours and outcomes on individual and collective levels (Beaudoin & Thorson, 2004) and where they can improve individual and collective power (Prilleltensky, 2008).

The research in collaboration with the Councillor for Equal Opportunity of Naples followed a preliminary project of mapping women associations in the Naples district, to promote and empower shared objects among them.

The aim of the research was to explore women's needs, expectations, representations and individual and collective planning (Arcidiacono, & Di Napoli, 2008), both in relation to the role played by associationism and by local context.

Forty women, referents of associations, which are involved in the fields of culture, work, social and health, have been interviewed.

The associations have been divided, according to their constitution, into: new (less than three years of activity) and historical (more than three years of activity).

In particular, with the reference to the data of constitution of associations, it is interesting to catch the expectations and needs of women belonging to different associations, in order to investigate possible and different ways of relationship to the local context.

The textual material collected, through narrative interviews, was analyzed by the approach of Grounded Theory (Corbin & Strauss, 2008) and the data obtained will be discussed during the conference.

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Qualité de vie, la santé et l'adaptation des étudiants étrangers. Une recherche à caractère d'exploratoire

Angela Maria Di Vita

Università degli Studi di Palermo, Dipartimento di Psicologia

Le travail veut reporter les résultats d'une étude pilote sur la qualité des relations humaines des étudiants étrangers inscrits aux Cours de Doctorat de l'Université de Palermo, dans les différentes facultés.

L'Université de Palermo, l'environnement choisi pour la recherche, représente pour beaucoup d'étudiants une place physique et relationnel «transitoire» différent de ce d'origine. Ils sont surtout des étudiants d'autres pays pour faire face aux aspects psychologiques et sociaux liés à l'exploration du nouveau environnement social/physique liés à la réorganisation de soi-même dans la comparaison avec la diversité culturelle.

La période de l'université représente un parcours de croissance personnelle qui recueille le passage de l'adolescence à l'âge mûr et le climat émotionnel-relationnel dans lequel on crée la nouvelle dynamique des relations interpersonnelles et de l'attachement aux lieux. Elle contribue à la redéfinition de soi-même et à la capacité de l'expérience positive de leur autonomie. Sur la base de données reportées par le Centre Universitaire de Calcul, relativement à la droits d'inscription à des Cours à l'Université de Palermo, A.A. 2007/2008, la recherche veut relever, du point de vue de la quantité et la qualité, le niveau de bien-être reçu par les étudiants migrants avec une référence particulière aux relations interpersonnelles, à l'esprit d'adaptation aux nouveaux espaces de vie quotidienne (résidences universitaires, aire didactique, zone de libre échange, bureaux, etc...), dans le dessein de repérer et protéger, ainsi, des mesures propices à l'acceptation mutuelle et de parvenir à une meilleure qualité de la vie au sein de l'Université.



- on avait dit "empowerment", pas "enflowerment"!!

Empowered But Not Emancipated: Parents of Children with Autistic Spectrum Disorders Choosing Complementary or Alternative Medicine – Expert Parents or Misguided Citizens? Elaine Douglas

Health policies operate within a managerialist framework basing wellbeing and empowerment upon ideals of well-informed, healthy citizens and determining treatment efficacy upon instrumental measurements of success (Edgar, 2007). Hermeneutic phenomenological approaches to chronic illness suggest that people bear witness to their experience, including its social and emotional effects, beyond the scope of health professionals' mandate. Failure to recognise these issues impact the way in which people construct their identity in the face of chronic illness, often limiting their long term goals, as well as, everyday practises. These problems can be further exacerbated when the chronic illness in question has debated etiology, no known cure yet an abundance of treatments: traditional and alternative. More than half of children with Autistic Spectrum Disorders (ASD) receive Complementary and Alternative Treatments (CAM), many of which are not endorsed by current health policies, commonly due to a lack of empirical research. Parents of children with ASD dissatisfied with the limited treatments offered by the health care system are empowered to adopt alternative treatments, often encouraged by anecdotal evidence found on the internet or by witnessing the positive effects such treatments have upon their own children. However, the medical concept of empowerment has been found to undermine the empowerment of individuals who fail to measure up to their 'expert patient'. How is the empowerment of parents of children with ASD challenged, supported or undermined through their relationship with health professionals? Semi-structured interviews with both parents and health professionals are analysed using thematic analysis, highlighting differing social representations of empowerment and decision-making processes for treatment choice. Implications from this study will be discussed with respect to health policy, empowerment in practise and caring for children with ASD.

An Irish Early Childhood Intervention: Introducing the Preparing for Life Programme Orla Doyle

University College Dublin

The intergenerational transmission of socioeconomic inequalities in children's health, and cognitive, behavioural and emotional development emerge early in life. Limited evidence suggests that targeted, early intervention programmes are an effective means of reducing these inequalities. A series of early childhood interventions have recently been initiated in Ireland with the aim of changing the life trajectories of at risk children. Preparing

for Life (PFL) is a five-year school readiness programme which involves the antenatal recruitment of a cohort of 200 pregnant women residing in three disadvantaged areas of Dublin. The aim of the programme is to work with families from pregnancy onwards to help and support the healthy development of the child. Participants are randomly assigned to a high-treatment group or a low-treatment group. All programme participants receive developmental toys, facilitated access to enhanced pre-school and public health information, in addition to the services of a support worker. Participants in the high-treatment group also receive one-to-one weekly mentoring from a trained mentor and group parent training using the Triple P Positive Parenting Programme. The experimental groups are also compared to a matched comparison group using small area population statistics and cluster analysis to identify comparable communities. The effectiveness of the PFL programme is being evaluated using an experimental longitudinal design that collects data on the children's improvement in physical health and motor skills, social and emotional development, and behaviour, learning, literacy and language development, and the parent's physical and psychological health, and parenting skills. Data is collected at pre-intervention, 6mnts, 12mnts, 18mnts, 24mnts, 3yrs, 4yrs and 5yrs. Parallel to this, a process evaluation is being conducted using a multi-sequenced design to assess programme implementation and fidelity. The programme began in January 2008. The experimental programme aims to provide real time evidence on best practice in early interventions.

Intervention effectiveness with vulnerable families: The strengths and difficulties of a Family Support and Parental Counselling Centre
Anabela Duarte Costa

NÓS-CAFAP ; University of Lisbon

Objective: To evaluate the effectiveness of a multi-focused intervention (e.g., individual/family/community psychosocial support, home visitation, life skills development programs with children/adolescents, parent education programs) based on an eco-systemic perspective in a Family Support and Parental Counselling Centre (NÓS-CAFAP), a Portuguese Social Welfare response to vulnerable communities, with parents of children/youth at risk as a strategy to prevent/reduce child abuse and neglect.

Methods: A consensus-based questionnaire inspired in the Framework for the Assessment of Children in Need and their Families (Department of Health, 2000) was developed and completed for a sample of 63 low income multicultural families (119 children aged 0-17 years; 5 pregnancies) followed between 2006 and 2008. Two professionals (inter-rater agreement) of a multidisciplinary team rated two different moments: initial assessment and case closure. There was also a qualitative analysis of all family cases.

Results: Statistical analysis confirmed a positive impact on children's health, education, family and other social relationships, and self-care skills ($p < 0.05$). Improvements regarding children's emotional and behavioral development were not significant which maybe related with the fact that the outcomes regarding this area (e.g., attachment) need some time after case closure to be fully observed. About parenting capacity for children safeguard and welfare, statistical analysis revealed a significant positive impact on insuring children's safety and stimulation ($p < 0.05$). Positive results concerning basic care, emotional warmth, guidance and boundaries, and stability were not significant which stresses the importance of adopting a more intensive strategy. Positive outcomes on family and environmental factors regarding family functioning, social support/community resources, and employment were statistically significant ($p < 0.05$). Although positive, housing outcomes were not significant.

Conclusions: Most families wish to be good families and engage when they feel that a holistic intervention plan, designed by the family with the professionals, is built on their strengths and meets their needs, not only children's needs, but also parents' needs.

Keywords: child abuse and neglect, eco-systemic approach, intervention effectiveness.

Second author = Ana Paula Cabrita

Third author = Paula Sofia Encarnação

Fourth author = Patrícia Navalho

Fifth author = Guida Maria Mendes

**Contre les inégalités et pour la reconnaissance sociale :
des femmes migrantes, actrices du développement ici et là bas**
Annick Durand-Delvigne

Université de Lille 3- Maison Européenne des Sciences de l'Homme et de la Société

Un programme de recherche participative, inscrit dans le projet « rapports sociaux de sexe, travail et transition » de la MESHS de Lille, est conjointement mis en œuvre auprès de femmes migrantes originaires de l'Afrique sub-saharienne en France et de femmes ayant migré de zones rurales pauvres vers des mégapoles au Brésil. Vivant dans des contextes socio-économiques et culturels différents, elles ont en commun de faire face, non seulement à l'antagonisme matériel et symbolique caractérisant les rapports sociaux de sexe sur lequel repose

l'économie des sociétés, mais aussi, plus spécifiquement en tant que migrantes, aux difficultés d'accès aux ressources (logement, emploi, santé, éducation pour leurs enfants) tout en étant des actrices sociales du développement par la solidarité et la mise en commun de leurs savoirs faire : artisanes, elles destinent une partie des ressources financières de leurs produits, souvent mis en valeur au sein de coopératives (ex : commerce équitable), aux zones géographiques dont elles sont originaires, actrices sociales donc du développement, ici et là-bas.

La communication proposée retracera de manière synthétique, pour le versant français, la trajectoire individuelle et communautaire de femmes africaines immigrées dans le Nord de la France. Sous l'impulsion d'une leader communautaire, elles sont parvenues, d'une situation d'isolement et de santé mentale fragilisée par un fort sentiment d'inutilité sociale, à la construction d'un réseau informel puis d'une association, encore fragile mais reconnue par les collectivités territoriales, leur permettant de développer des activités, liées au commerce solidaire, génératrices de revenus et, par là, prémices d'une autonomisation (empowerment). L'objectif sera de rendre compte de cette recherche participative en tant que processus (visant le développement local, la promotion et la solidification institutionnelle de leur groupe) et en tant que produit évolutif (représentations des rôles de sexe et dynamiques identitaires de genre, estime de soi, sentiment d'efficacité personnelle et groupale, représentations des relations de pouvoir, représentations des jeux et enjeux politiques environnant leur groupe).

2eme auteur = Sylvie de Chacus

3eme auteur = Marie Agbessi

4eme auteur = Sabine De Bosscher

5eme auteur = Caroline Desombre

Civic participation in citizens' words. Motivations, evaluations, meanings and outcomes of involvement in deliberative settings.

Fedi Angela

Dept. of Psychology - University of Turin - Italy

Although in the last decade top-down participatory settings have increased in Italy, research on the factors that sustain participation over time is at a very early stage. This study aims at investigating how citizens perceive this kind of experiences and which variables affect the decision of repeating such experiences in the future.

The perception of a participatory setting vary according to motivational aspects (involvement, interest, need of contribution...), expectations, the assessment of the cost/benefit ratio, emotional, relational and cognitive features of the specific experience, as well as to the concept of democracy and participation held by participants (e.g. as right or duty, as aim or mean, as value in itself, as power or voice expression, etc.), and the relationship they establish with the political institutions.

We carried out 16 semi-structured interviews with citizens (9 women, 7 men) involved in 3 Open Space Technology (OST) and in a Participatory Budgeting run in two different Italian areas during autumn-winter 2008. The interviews underwent a content analysis by means of software Atlas.ti. Results highlighted the complex nature of participatory settings, due to the relational dynamics but also to the individual and political dimensions involved. All the three aspect mentioned (relationships, personality, and politics) were to be considered as effective components of the participatory setting itself.

Second author = Terri Mannarini - Dept. of Education - University of Salento

Third author = Stefania Trippetti- Dept. of Education - University of Salento

Children in street situation: family's perceptions about a social program's intervention

LIRENE FINKLER

UFRGS - Universidade Federal do Rio Grande do Sul

The Ação Rua Program is a public social project implemented in 2007 in Porto Alegre, RS, Brazil, which is responsible for approaching and monitoring children and teenagers that live and work on the streets, as well as their families. Social program and project evaluation researches point out the relevance of individual's participation. This study evaluated family's perception concerning the impact of the interventions made by Ação Rua program, in order to identify fundamental elements in the family's and the community's rebonding. Were participants 11 families and it was used the Focus Groups methodology, with open questions, getting essentially qualitative data. Session were videotaped and transcribed to analysis purposes. The data obtained with these methodology reflects ideas, perceptions and opinions about the program, with emphasis in the group perspective creating a unique and dynamic process. The data were submitted to content analysis, through systematic procedures to describe interview content, involving pre-analysis, data exploration, definition of category's analysis and result's interpretation. Analysis's units were: characteristics of familiar functioning;

family's comprehension about the Program objectives; family and service's relationship; family's expectations about the attending; intervention's impact and social workers abilities regarding social intervention. Data analysis show that families are that afraid the Program could penalize them due to the children's work or that rules would be imposed to guarantee the children's education. However, through systematic meetings, home visits and monitoring, the family's comprehension about the program evolved, and its' impacts began to be seen as positives. Families presented school reinsertion and family inclusion in income-generating programs as Ação Rua's concrete results. In a more subjective aspect, intervention is seen as a way to transform the family's interactions and a way to help families to deny children work. Data shows predominantly a positive perception about the Program, and can contribute in the evaluation process of the strategies used, as well as in it's improvement.

Second author = Ana Paula Zucatti

Third author = Débora Dalbosco Dell'Aglio

Pour une approche communautaire des souffrances psychologiques chez les populations africaines en zones de conflits **Espérance FONTES**

Pour une approche communautaire des souffrances psychologiques chez les populations africaines en zones de conflits

Les conflits armés des dernières années ont plus que jamais pris pour cibles les populations civiles. Les guerres tribales ou interethniques qu'a connues l'Afrique depuis la fin du dernier siècle ont eu pour particularité la destruction et l'anéantissement de l'Autre. Il ne suffit donc plus de gagner une guerre mais de tuer massivement, d'infliger des souffrances innommables aux victimes, de détruire les biens et de violer les femmes et les jeunes filles.

Ces souffrances portent le nom de syndromes post-traumatiques ou névroses traumatiques communément appelés traumatismes. Le terme de névrose traumatique désigne un ensemble de troubles psychologiques surgissant brutalement ou progressivement à la suite d'une frayeur ou d'un choc intense. Les recherches actuelles admettent des variations liées à la personnalité et aux conditions socioculturelles de chaque individu. Le contexte dans lequel un événement traumatisant se produit compte énormément.

En temps normal, les pouvoirs publics et les populations africaines ne manquent pas d'imagination ni de ressources pour traiter les différents désordres psycho-sociaux ; or, les conflits armés engendrent des souffrances si massives qu'elles ne peuvent être prises en charge par un dispositif local prévu pour des cas individuels. Il en est de même des psychothérapies individuelles de type occidental qui n'ont pas de pertinence et peuvent participer à l'aggravation des traumatismes.

Il ne s'agit pas d'apporter des réponses toutes faites mais de s'intéresser à la manière dont les personnes parlent de leurs malheurs, comment elles nomment leurs souffrances et ce qu'elles tentent de faire pour s'en sortir.

Pour illustrer cette démarche, je propose de présenter et de discuter les résultats d'une recherche doctorale ayant porté sur la construction d'un outil de prévention et d'intervention en matière de santé mentale auprès de Rwandais survivants du génocide et des massacres. Cette recherche a abouti à l'élaboration d'une « théorie locale » du traumatisme.

"I miss Poland but I'd like to stay in Scotland". Eastern European Children Living in Scotland and Their Experiences of Migration

Rachael Fox

University of Strathclyde

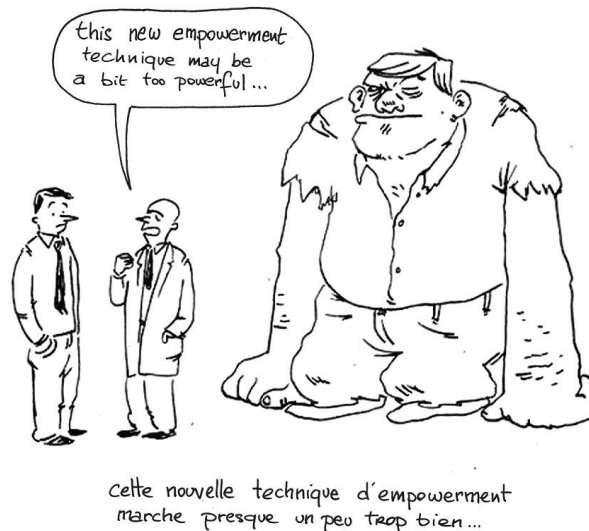
East to West migration is now one of the most important socio-economic phenomena in Europe (Penninx, 2006). Research suggests that families often migrate to give children a 'better future'. However, adults often make decisions based on factors such as employment, which their children have no control over (Orellana, 2003). Few studies have explored how family migration impacts on children's opportunities for education and integration, and on their relationships and well-being.

This paper presents an ESRC funded study that explored the effects of family migration on Eastern European migrant children's family and peer relationships and the ways in which children build social networks and develop their social and cultural capital in the new environment.

It was vital to enable children to meaningfully participate in the research and so methods were child centred (James et al, 1998). A variety of qualitative methods were used in order to provide in-depth accounts and triangulate data. 11 focus groups were carried out with children aged 7-14 newly arrived from Eastern Europe (since 2004). A further twenty-four family case studies elicited detailed accounts of life after migration. Children were actively involved in research through visual diaries, photographs and videos.

Findings suggested that children did indeed often have little control over migration, but that children's future, particularly education was often a major concern. In terms of experience children and their families described

many different accounts all of which were dependant on a great number of social, economic and contextual issues. Most children however described arriving in Scotland as a stressful if also often exciting time. Friendships, those left behind and new ones in Scotland were discussed quite extensively by the children, who often described the difficulty of making new friends and the distress of leaving old ones behind. The paper discusses these findings and presents the recommendations which will be made to policy makers on how these children's experiences can be improved.



Promoting Effective Behavioral Health Practices in a Statewide System of Care **Robert P. Franks**

Child Health and Development Institute / Yale University

This presentation will address efforts underway in the State of Connecticut in the U.S.A. to support the development and implementation of effective community-based programs within a statewide system of care. Psychologists from the Connecticut Center for Effective Practice (CCEP) of the Child Health and Development Institute will present two projects that investigate and promote community-based mental health services for children and families.

Topics:

1) Outpatient Community-based Mental Health Services Needs Assessment

Four data sources were utilized: 1) online surveys of outpatient clinicians and clinic directors; 2) on-site interviews with select outpatient providers; 3) focus groups with key stakeholders; 4) secondary analysis of outpatient claims data.

The study focuses on the characteristics of agencies, staff members, and the population served, as well as the complexity needs of children and families' needs. Screening and assessment, service delivery, evidence-based practices, staffing, and data collection also were examined.

2) Delivery of Community-based services using a "Wrap Around" approach

This project is designed to impact children (ages 6-14) and their families who are at high risk or beginning to be involved in the juvenile justice system. The primary goal is to build the capacity of participating communities to implement comprehensive wrap around services to meet the identified needs of children. The initiative targets multiple systems engaged in community-based service delivery and coordination.

This initiative includes the provision of (1) training and technical assistance; (2) coaching; (3) capacity building and administrative support; and (4) data collection and quality assurance that build on each community's strengths.

Objectives:

- Provide an overview of two initiatives designed to further develop a statewide comprehensive community-based system of care
- Understand how an intermediary agency can serve to promote effective practices through research and consultation
- Explore challenges, barriers, and successful approaches to system of care development and refinement
- Discuss with audience members how lessons learned can be applied to their own communities

Second author = Jeffrey Vanderploeg, Ph.D.

Third author = Jennifer Schreoder, Ph.D.

Dissemination of Evidence-based Practice: Implementation of Trauma Focused Cognitive Behavioral Therapy Using the Learning Collaborative Methodology
Robert P. Franks

Child Health and Development Institute / Yale University

This presentation describes recent efforts in the State of Connecticut, U.S.A. to disseminate an evidence-based practice (EBP) in community-based settings. In response to high rates of children who have experienced traumatic events (sexual abuse, exposure to violence), the state sought to disseminate a trauma-focused EBP, Trauma-focused Cognitive Behavioral Therapy (TF-CBT), to mental health clinics serving children. The Learning Collaborative methodology was selected as the method of dissemination. This initiative was implemented through a unique partnership between the child welfare system, community mental health agencies, universities, and the Connecticut Center for Effective Practice of the Child Health and Development Institute, which is the coordinating center for the program. Over three years, TF-CBT was disseminated to sixteen agencies across the state.

This presentation will review the Learning Collaborative methodology as a mechanism to disseminate EBPs in community settings. Specifically we will explore how this method:

- 1) Improves statewide implementation, and availability, of an EBP, as indicated by the number of clients receiving TF-CBT, clinician skill level, and organizational capacity to provide TF-CBT.
- 2) Results in adequate treatment fidelity of an EBP.
- 3) Improves organizational capacity to adopt EBPs and to use data for making treatment decisions.
- 4) Results in improvements in client symptoms, as indicated by scores on standardized measures of posttraumatic stress disorder (PTSD) and depression symptoms.
- 5) Results in sustained improvements in the above six months following the end of the Collaborative.

Initial results indicate that a Learning Collaborative can be used to successfully spread an EBP statewide, and that such a dissemination can be sustained by embedding the practice within an agency. Participating agencies improved their TF-CBT caseload, clinician skill level in the TF-CBT components improved dramatically, and measures of youth PTSD and depression symptoms showed statistically significant improvement upon completion of treatment. The implications of these results and recommendations for using the Learning Collaborative methodology to disseminate other EBPs will be discussed.

Second author = Jason Lang, Ph.D

Formation en psychologie communautaire à Québec et enjeux sociaux
Séverine Garnier

Université Laval, Québec, Canada

Dans le cadre de la formation des psychologues communautaires, au Québec, le programme de doctorat en psychologie communautaire (Ph. D. Recherche et Intervention) de l'Université Laval offre des occasions de stages pratiques, en lien avec des enjeux sociaux : santé publique, prévention du suicide, réinsertion sociale et santé des personnes atteintes d'une déficience intellectuelle, bien-être, besoins et adaptation des autochtones qui migrent des réserves (ou communautés) pour s'installer en ville, etc. Les stages se déroulent de la première à la troisième année de formation et ont comme grands axes l'évaluation de programme (practicum I et II), l'intervention (practicum III et IV) et la consultation (practicum V et VI).

Ce congrès européen de psychologie communautaire est une occasion idéale pour échanger sur les enjeux pratiques de la formation en psychologie communautaire. Pour cette présentation libre, il sera question de quelques exemples pratiques de stages réalisés en psychologie communautaire, à l'Université Laval. Le premier exemple de stage en évaluation de programme porte sur un outil d'évaluation développé pour évaluer un centre de jour pour personnes âgées déficientes intellectuelles, atteintes de la maladie d'Alzheimer, selon une approche prothétique. Le deuxième exemple de stage présenté porte sur une démarche de consultation au sein du Centre d'amitié autochtone de Québec, organisme communautaire (ou association) se questionnant sur sa mission et ses valeurs, à la suite d'une étude de besoins menée auprès de sa clientèle. En plus de présenter les démarches réalisées lors de ces stages, seront discutés le cadre dans lequel se déroulent les stages (fonctionnement, exigences, supervision, etc.) ainsi que les enjeux rencontrés pour mener à bien les mandats proposés. Ces éléments permettront d'ouvrir la discussion sur la pratique de la psychologie communautaire au Québec et sur la façon dont la formation est offerte.

Développement et évaluation d'un programme novateur : des unités de traitement individualisé pour jeunes présentant des troubles mentaux et de comportement.

Chloé Gaumont

Centre jeunesse de la Montérégie, CJQ-IU, Canada

Au Canada, près d'un jeune sur cinq est susceptible de développer un trouble mental pouvant causer une altération au développement, nuire au fonctionnement familial, scolaire et social et avoir des répercussions à l'âge adulte. Au Québec, les jeunes suivis sous la Loi de la protection de la jeunesse comptent entre deux et trois fois plus de risque de présenter un problème de santé mentale. Pourtant, peu de centres de traitement sont dédiés à cette jeune population.

Le Centre jeunesse de la Montérégie (CJM) est un établissement régional québécois ayant un mandat de protection et de traitement de problèmes d'adaptation psychosociale sévères, complexes et persistants. En réponse au besoin grandissant de ressources spécialisées pour intervenir auprès de cette clientèle à haut risque, le CJM a développé le Programme d'intervention clinique en santé mentale et troubles de la conduite «Apprivoiser les différences». Ce programme novateur s'actualise à travers une intervention individualisée dans le vécu quotidien des jeunes mais aussi par l'animation d'activités cliniques basées sur la théorie systémique. Cette approche permet d'explorer le sens et la fonction du symptôme dans le système et d'adapter les objectifs de traitement aux besoins et capacités de chaque jeune. Deux unités de traitement individualisé ont expérimenté ce programme auprès d'adolescents ayant une double problématique de trouble des conduites sévères et de troubles de santé mentale.

L'évaluation de ce programme a permis de décrire les spécificités de la clientèle et de l'intervention afin d'identifier si le programme a été implanté tel que prescrit, tout en documentant les éléments facilitant et contraignant le processus de mise en oeuvre. Cette communication présentera dans un premier temps le programme « Apprivoiser les différences » tel qu'il s'actualise dans les unités de traitement individualisé. Les résultats de l'évaluation seront ensuite exposés en décrivant l'aspect formatif de la démarche favorisant l'utilisation constructive des constats tirés de l'évaluation. Finalement, les défis liés à l'évaluation des effets seront discutés.

2eme auteur = Lucie Charbonneau, Ph.D.

3eme auteur = Marc Daigle, Ph.D.

Le projet Emilia : l'accès à la formation tout au long de la vie des usagers des services psychiatriques comme moyen de lutte contre l'exclusion

Tim Greacen

EPS Maison-Blanche, Paris

EMILIA (Empowerment of Mental Health Service Users through Life Long Learning, Integration and Action - Autonomisation des usagers des services de santé mentale par et l'intégration active) est un projet de recherche qui a pour objectif général de développer, mettre en place et évaluer une stratégie d'accès à la formation tout au long de la vie en vue de lutter contre l'exclusion sociale des personnes vivant avec un trouble de santé mentale. EMILIA avance l'hypothèse que l'accès à la formation et à l'emploi améliorera l'insertion sociale et la qualité de vie des participants et diminuera leur utilisation des services sanitaires et sociaux. Financé par la Commission européenne et se déroulant dans le cadre d'ENTER Mental Health, EMILIA réunit 16 partenaires institutionnels dans 12 pays différents sur une durée de 5 années.

Ce projet s'appuie sur les compétences des usagers –experts, acquises dans leur parcours de soins, pour faciliter la démarche d'insertion sociale et professionnels. Les usagers sont associés comme co-rechercheurs au projet et à la recherche-action sur les programmes de formation.

La présentation portera sur le contenu des formations -« vivre avec », « observance des traitements », « renforcer son réseau de soutien social », « Construire sur ces forces »- et le processus d'inclusion, ainsi que sur les premiers résultats constatés après 20 mois d'observation.

2eme auteur = Emmanuelle Jouet

3eme auteur = Sébastien Favriel

Blood donation as a form of civic engagement: factors influencing or obstructing the decision to donate blood.
Paolo Guiddi

Catholic University of Milan

Blood donations often are made by volunteers who do not be rewarded for their donations. For this reason, the act of donating blood is considered a specific form of volunteerism (Lucchini, 2005; Corradini, 2009), a prosocial (Bekkers, 2005) and a pure altruistic (Godbout, 2008) behavior, because the donor does not know who will be receiving his/her blood.

The studies on the gift of blood donation are focused on different aims: motivation and factors impacting the blood donation decision (Lemmens et al. 2005; Godin et al. 2005; Glynn et al. 2006), personality of donors (Piliavin & Callero, 1991; Glynn et al. 2002; Mathew et al. 2007), and long term commitment (Piliavin & Callero, 1991; Schreiber et al. 2006; Alessandrini, 2007; Godin et al. 2007; Ferguson et al. 2007; Steele et al. 2008; Masser et al. 2008).

Despite this, introducing donors is not very easy. Trying to understand what motivates blood donors, and which identify factors can explaining their intention to donate, are crucial steps to improving effectiveness of donor recruitment and retention programs.

Moreover, covering motives to donor and obstacles that suppress this initial decision, can help to better understand this process. The present longitudinal study addresses the following general research question: how can we combine the present literature on blood donation in a single model combining personality characteristics of the donors (i.e. motivations to donate, perceived support and norms), identity factors, and organizational variables (i.e. satisfaction and integration with the blood recruitment agency)?

There were 264 Italian blood donors participants, completing 3 questionnaires (at 3 different times) that included measures of motivations to donate blood, role identity, satisfaction and integration with the blood recruitment agency, feelings related to blood donation action and social norm.

Data analyses is proceeding. Applied implication for both donors and recruitment agencies will be discussed. Moreover, the importance of blood donation as a form of civic engagement will be highlighted.

Second author = Pozzi, Maura

Third author = Marta, Elena

Fourth author = Saturni, Vincenzo



University campus as community resource: Ownership and educational expectations in a small Pacific community
Heather Hamerton

Bay of Plenty Polytechnic

Education can be a powerful tool for emancipation; in order to be transformative it must reflect the aspirations of the people. The University of the South Pacific (USP) is a regional university with campuses in each of its 12

Pacific member nations, and a governing council made up of the heads of states of those countries. Its stated goal is to be a centre of excellence in all things Pacific, including Pacific values, ethics and knowledge systems. Nevertheless, much of the content of USP courses remains reminiscent of the colonial base of education within the Pacific. In this paper I will describe my experience as Director of the Tokelau campus, and my efforts to ensure that tertiary education met community needs. Tokelau, a tiny Pacific nation of 3 atolls, is the smallest of the USP member countries; because of its extreme isolation the university campus is itself a considerable community resource. A number of tensions were inherent in official role as "USP Director" and at the same time a visitor and outsider to the Tokelau culture. In conceptualising the university campus as a "learning organisation" for all stakeholders, including myself, I found my beliefs of community were constantly challenged by daily Tokelauan life. This led me to reflect critically on the role of education, and educational institutions, as the last bastions of colonialism within the Pacific. Decolonisation, a process currently actively occurring in Tokelau, necessitates changes within education, so that the peoples of the Pacific in general, and Tokelau in particular, are able to mould their educational organisations to better meet community needs and expectations.

La médiation clinique interculturelle : dix propositions pour le bon usage d'un artifice **Nejmeddine Hamrouni**

Ceccof: centre de Thérapie familiale, 75011 Paris

La psychologie communautaire, quand elle se déploie sur le terrain de la diversité culturelle (l'accompagnement des familles migrantes par exemple), doit traiter certaines tensions et conjurer quelques dangers, pour arriver à fabriquer son événement : le concernement des usagers. Car les divers et les disparates, mis en voisinage, ne font pas nécessairement communauté. Pour mailler un collectif et le faire tenir dans un contexte de diversité, il faut des intercesseurs diplomates et il faut un artifice : la médiation clinique interculturelle.

Entre la technique et l'habileté, l'artifice est avant tout un entre-deux, une manière chaque fois singulière de répondre à des problèmes rencontrés. Il est invention de procédés et d'usages qui contraignent le groupe à la fois à modifier certaines habitudes et à s'ouvrir à de nouvelles potentialités. Si sa première question semble être « comment détraquer les segments durs qui strient le corps d'un groupe, une famille, une institution (culture, religion, pouvoir fixité des rôles, préjugés...) ? », ce n'est qu'en fonction d'une autre interrogation, plus exigeante et plus importante à la fois : « comment construire et affirmer de nouveaux modes d'existence collective ? »

La médiation est action, elle n'est pas observation. Elle n'est pas une procédure de conciliation visant à mettre d'accord des partis ou à réconcilier des personnes; elle se veut contrainte à la Rencontre – Non pas croisement, échange courtois entre deux individus, deux mondes, mais rencontre-événement, qui obligera l'un et l'autre des partis en présence et les transformera à tout jamais.

En dix propositions, nous voulons déplier cette pratique, à la quelle font appel de plus en plus les acteurs institutionnels (juges, professionnels de la protection de l'enfance, médecins, psychologues...) quand ils sont face à une altérité qui les interroge. Une altérité qu'il ne faut pas essentialiser, mais à la quelle il faut offrir hospitalité et droit de produire sa propre expertise sur ce qui compte et importe dans la situation.

Changing landscape of health care services: Delivering collaborative training agenda's for community researchers, health and social care practitioners and researchers **Georgina Hobbs**

Manchester Metropolitan University

Community involvement is recognised as fundamental aspect of health research and as an activity that has positive outcomes for participating individuals, the research process and service provision. Research training is essential in ensuring that community researchers are encouraged and supported to gain the specific skills, knowledge and understanding that will equip them for effective engagement in health and social care research. However In order for research to become truly collaborative it is important that practitioners are also included in the research process. Health and social care practitioners must be able to use research and recognise the value of research to the systematic evaluation of practice; they require training in research methods to be able to conduct evidence-based practice, evaluate practice systematically, and draw on appropriate knowledge and skills in order to make professional judgments.

'Evidence-Based Practice requires that decisions about health care are based on the best available, current, valid and relevant evidence. These decisions should be made by those receiving care and informed by the tacit and explicit knowledge of those providing care.' M, Dawes, et al (2005)

This paper will present understandings gained through the process of developing and delivering a training programme which brought together community researchers, health and social care practitioners and researchers to explore innovative approaches to research and future opportunities for greater assimilation and involvement in research in order to facilitate service redesign and planning.

The paper will highlight: the training programme which sought to facilitate collaborative working and community capacity building whilst simultaneously empowering and encouraging greater participation and employment of community researchers within health research. The paper will draw together the significance of inclusive

interagency collaboration, recognising how this strengthens the relationship between health and social care practitioners, university researchers and community researchers and facilitates the synthesis of a collaborative network working towards creating innovative approaches to research within community research agendas.

Vivre en ville/vivre en société : Pratiques et représentations de la ville par les usagers des services de santé mentale
Emmanuelle Jouet

EPS Maison-Blanche, Paris

Vivre en ville, vivre en société pour les usagers de la psychiatrie : une collaboration entre le groupe de recherche « Ville et santé mentale » et le projet EMILIA du laboratoire de recherche de l'Établissement public de santé Maison Blanche

La psychiatrie en France est engagée dans un processus qui l'a conduit à sortir du modèle de l'asile, pour développer une offre de soins alternative à l'hospitalisation. Cette orientation correspond à un projet thérapeutique : vivre en ville avec sa maladie, vivre en société.

A l'heure où ce modèle d'organisation des soins s'étend à d'autres secteurs de santé publique, le groupe de recherche « Ville et santé mentale » a voulu en questionner les fondements.

Car vivre en ville c'est aussi s'exposer à des difficultés particulières, accentuées par la maladie : se déplacer ; se confronter à l'espace public et aux discriminations, ou parfois se trouver encore plus isolé et exclu de toute prise en charge, vivre enfermé parmi la ville. La proximité des services, par exemple, est-elle une garantie suffisante à leur accessibilité ? Comment les usagers de la psychiatrie investissent leur espace de vie, leur « quartier » ?

Pour répondre à ces questions, il fallait interroger les pratiques et les représentations des usagers de la psychiatrie.

Un projet de recherche, mené dans le 19^e arrondissement, a permis d'associer les chercheurs du groupe Ville et santé mentale avec un groupe d'usagers engagés dans le programme de recherche EMILIA La séance permettra d'exposer les principaux résultats obtenus et de les proposer à la discussion. L'expérience inédite en France de recherche participative avec des usagers de la psychiatrie, devenus co-chercheurs sera également proposée à la discussion.

2eme auteur = Magali Coldefy

3eme auteur = Pauline Rhenter

4eme auteur = Aurélia Michel

5eme auteur = Sébastien Favriel

Le quartier comme écosystème favorable au bien-être. Le point de vue de résidents paraplégiques ou tétraplégiques et de leurs familles.

Sylvie Jutras

Département de psychologie, Université du Québec à Montréal; CRIR et Centre de réadaptation Lucie-Bruneau

Le bien-être des personnes à mobilité réduite, et plus particulièrement leur participation sociale, peut être favorisé ou entravé par des caractéristiques du quartier habité. Les relations entre le quartier et le bien-être ont été étudiées en psychologie communautaire (p.ex. : Farrell, Aubry, & Coulombe, 2004), en santé publique (p.ex. : Galea & Freudenberg, 2005) et en psychologie de l'environnement (p.ex. : Jutras, 2002). De ces études, ressort l'importance pour tous de l'accessibilité aux services et lieux importants, de la cordialité du voisinage et d'un environnement de qualité (éléments naturels, absence de nuisances). Ces travaux ne reposent pas cependant sur une approche globale des perceptions des résidents. Pas davantage ne sont étudiées les perceptions des personnes vivant avec une incapacité locomotrice et de leur famille. L'objectif de l'étude était de connaître comment des personnes ayant une incapacité locomotrice et leurs proches perçoivent l'apport de leur quartier à leur bien-être. Des entrevues individuelles ont été conduites au Québec auprès de 20 personnes tétraplégiques ou paraplégiques et 20 proches cohabitant. Les participants se sont exprimés sur ce qui, dans leur quartier, favorise leur propre bien-être et celui de leur vis-à-vis; ils ont aussi évoqué des modifications souhaitées. Les réponses aux trois questions ont fait l'objet d'une analyse de contenu rigoureuse. Les perceptions sont semblables chez les personnes des deux groupes. Tous mettent l'accent sur les qualités de l'environnement physique. Pour leur propre bien-être comme pour celui de leur vis-à-vis, ils apprécient par-dessus tout les aspects fonctionnels (accessibilité, proximité des services), l'ambiance et les éléments naturels de leur quartier. Les qualités sur le plan humain (surtout la convivialité) viennent en second. De même, les modifications souhaitées portent essentiellement sur les qualités physiques et rarement sur les qualités humaines. Les résultats sont interprétés au regard de thématiques majeures en psychologie communautaire : la diversité humaine, la participation, le sentiment de communauté, le capital social et le bien-être.

2eme auteur = Delphine Labbé
3eme auteur = Valérie Lafrance
4eme auteur = Odile Sévigny
5eme auteur = Dominique Jutras

The production of a magazine by young Somali men in Liverpool, UK as a tool for participation and conscientisation
Carolyn Kagan

Manchester metropolitan university

Somali young men in the UK often feel caught between two cultures. As part of a longer participatory action research project aimed to facilitate intergenerational understanding between Somali men, a group of Somali youth created and produced a good quality magazine. In this presentation we will look at some of the creative processes, content areas and impact of the magazine and consider what kinds of group and community impacts arose from this period and method of participation.

Second author = Anne-Marie Micaléff

Opération Urgence- Juillet- août 2006
Hyam KAHY

Centre Universitaire de Santé Familiale et Communautaire, Université Saint Joseph-Beyrouth, Lebanon

Le 18 juillet 2006, une semaine après le début de la guerre contre le Liban, *le Centre Universitaire de Santé Familiale et Communautaire (CUSFC)* assurait une présence sur le terrain, à travers deux équipes formées d'un médecin, d'une infirmière et d'une assistante sociale. Ces équipes fournissent consultations, soins de proximité et soutien aux personnes déplacées, regroupées dans les écoles publiques situées dans l'entourage du Centre.

Quelques jours plus tard, trois autres équipes formées de résidents du *Département de Médecine de Famille* se sont jointes à l'équipe et le nombre de centres de regroupement des déplacés s'est élevé à sept. Les consultations étaient souvent l'occasion d'assurer soutien et support, de donner des conseils d'hygiène individualisés et d'offrir, au cas par cas, les moyens permettant de mettre en pratique les mesures d'hygiène.

Les consultations (*plus de 650 consultations*) se sont très vite avérées insuffisantes en l'absence d'une prise en charge des conditions d'hygiène collectives et des locaux, vu le grand nombre de déplacés et les conditions des lieux censés les accueillir. Ainsi la *Faculté des Sciences Infirmières* a été sollicité et plus de 20 personnes ont été mobilisées sur le terrain entre cadres pédagogiques, infirmières diplômées et stagiaires, en vue d'aider à s'occuper de l'hygiène individuelle et collective, à effectuer les vaccinations et à assurer des permanences régulières de 6 à 7 heures/jour sur les six jours de la semaine, aidés par les étudiants de 3^{ème} et 4^{ème} année de *la Faculté de Médecine* et d'une équipe de bénévoles

La santé mentale et la prévention des traumatismes de la guerre étaient également à l'ordre du jour. Cette dimension a été associée à l'ensemble des activités d'information et de formation vu l'importance majeure que revêt cette question dans ce genre de situation.

Par ailleurs, plus de six séances de formation ont été organisées, regroupant à chaque fois 35 à 40 bénévoles (*Croix Rouge jeunesse, bénévoles de Caritas et autres...*). Les thèmes retenus ont porté essentiellement sur l'hygiène individuelle et collective, sur les moyens de prévention ainsi que la gestion des stress. Les activités ont pris fin le 16 août 2006 avec le départ des dernières familles de déplacés.

The whales beneath the surface: The muddled story of doing research with poor mothers in a developing country
Lou-Marie Kruger

Stellenbosch University, South Africa

Although there is no single definition of Community Psychology, it can be said that Community Psychology compels the researcher to pay attention to do research that is orientated towards social change. It is thus concerned with the usefulness of the research to communities themselves (Flax, 1993). Research can be useful in direct and in indirect ways. It can be indirectly useful in that knowledge that is useful can be generated i.e. the results can be useful. It can also be directly useful in that the process of knowledge construction can be useful as well. If it is clear that research is conducted "to be of use", it can also be stipulated what the standard is against which to measure research: Community Psychologists work with a moral imperative, with political designs. In research where there is an emphasis on social change and usefulness, the idea that advocacy and scholarship are not incompatible is of central importance. In such research "...knowing will be judged by ethical

as well as epistemological ideals. I evaluate ways of knowing and the knowledge they produce in the light of the good to which they lead and that they yield.” (Ruddick, 1996, p.267).

By citing data from a long-term qualitative research project focusing on black low-income mothers from a semi-rural community in South Africa, I will attempt to show how Community Psychology research ideals have impacted on work with “mothers on the margins”, both in enabling AND paralysing ways. I will attempt to show how reflexivity is essential in the Community Psychologist’s struggle for usefulness: it is in reflecting on the complexity of the research task (the demands of different contexts and different communities) that the Community Psychologist can engage strategically with the limits and the possibilities of her usefulness.

“Keep the lights off: We have company”

Lou-Marie Kruger

Stellenbosch University, South Africa

It is widely acknowledged that the discipline of Psychology has a tenuous relationship with the problem of poverty. In its attempts to deal with the problem of poverty, psychologists have theorised about the causes of poverty; the impact of poverty; prejudicial and negative attitudes towards the poor; the resilience of the poor – but mostly mainstream Psychology has dealt with poverty by simply insisting on the identification of socioeconomic status in published psychological papers (APA, 2000). In this paper the attempts of Critical Psychology and Community Psychology (see for instance Carr & Sloan, 2001; Harper, 2001; Lott & Bullock, 2001; Prilleltensky, 2004)) to deal with poverty in more substantial ways will be discussed. As such, this paper will pose the question of Psychology’s role in poverty studies and poverty alleviation by first briefly looking at what we know about the psychological experience of poverty – “the psychology of poverty” (Allen, 1970) and then by considering what Psychology has done (or not done) about poverty – some would refer to “the poverty of psychology” (Pearl, 1970).

This exclusion of the poor in psychological research is a complex phenomenon. It is important to understand that the mechanisms of exclusion have not been simple. Foucault stresses the importance of first analysing how techniques and procedures of power manifest on the most basic levels as techniques and procedures of exclusion and secondly how such techniques and procedures are economically and politically useful (Foucault, 1980). By citing from texts generated in South African research (interviews with black low-income women) the paper will explore how such mechanisms of exclusion operate. It will be shown that exclusion can happen when the voices of the poor are not carefully listened to, but it can also happen when the stories are not respectfully analysed, when the analyses are not disseminated to audiences that can do something with them, and when there is no action following from research.

Les 15 ans du programme de prévention de la violence ViRAJ

Francine Lavoie

Université Laval, Québec, Canada

Ce programme de prévention de la violence dans les relations amoureuses des jeunes a vu le jour dans les années 1994 au Québec. Il a inspiré les intervenants et intervenantes de divers pays dont la France, la Belgique et le Chili et est encore fort utilisé. Les partenaires ayant vu à son élaboration, l’organisme communautaire Entraide Jeunesse Québec et une équipe de psychologues communautaires de l’Université Laval, se sont de nouveau réunis cette année afin de réactualiser le programme. Il y aura premièrement une présentation des changements apportés afin de montrer l’évolution possible d’un programme et deuxièmement, une analyse des défis et des facteurs de succès d’une telle révision. Les personnes intéressées à formuler des programmes pour les jeunes y trouveront matière à réflexion. Le programme aborde toujours la violence psychologique et la violence sexuelle, types de violence moins bien compris par les jeunes surtout dans leur forme non extrême, même aujourd’hui. Ciblant encore les élèves de 14 et 15 ans, les auteurs réaffirment plus précisément les objectifs de promotion de relations égalitaires en plus de ceux de prévention de la violence. Le modèle de justice au sein des relations intimes et la définition de couple sain de Jory (2004) sont ajoutés comme source d’inspiration, puisqu’on y retrouve les valeurs d’égalité, d’équité et de sollicitude entre conjoints. Entraide Jeunesse Québec, puisant dans son expérience auprès de près de 20 000 élèves, a mis de l’avant une plus grande utilisation du théâtre forum et a ajouté des exercices de visualisation et un jeu collectif sur la rumeur. Parmi les facteurs de succès, seront discutés entre autres le climat de travail égalitaire et l’évaluation formative réalisée au fil des changements auprès d’un total de 1 100 élèves.

2eme auteur = Félix Joyal Lacerte, Entraide Jeunesse Québec

Women refugees and asylum seekers: narrative of resistance and professional practice
Rebecca Lawthom

Manchester Metropolitan University

The stereotypical images of those seeking asylum in Global North contexts are associated often with young single men. Consequently, women have been rendered as either invisible within male dominated discourse on asylum law and policy or hypervisibilised through a focus on sexuality and bodies (e.g. female genital mutilation). A recent PCT funded project in Manchester explores how refugee and asylum seekers negotiate health care, through interviewing users of services and providers. The findings suggest the two polarised positions outlined above (invisible or hypervisible) too simplistic analytically. Through interviews and focus groups with Somali and Iraqi women, and a range of health care providers, we argue that the normative aspects of life (work, family responsibility, identity) need to be contextualised within the particular issues relevant to their status. These encompass social exclusion, conceptual difference, language and targeted service provision. If refugees and asylum seekers are constructed solely within a health paradigm, then issues of human rights become backgrounded in the over representation of trauma and distress. This paper outlines how female refugee and asylum seekers particularly may suffer from such partial and potentially oppressive images and highlights pathways towards more appropriate gender sensitive health care provision. Contextualising services within a community context is useful here.

Second author = Judith Sixsmith

Third author = Ilana Mountian

Concept de thérapie communautaire
Philippe LEFEVRE

Institut Renaudot, Paris

La thérapie sociale, créée par Rojzman, est une méthode d'intervention, qui vise à transformer en les améliorant des situations sociales ou professionnelles difficiles, parasitées de violence ou de dysfonctionnements relationnels. Elle apporte des outils nécessaires à la gestion des conflits. Cette méthode se présente à la fois comme curative et préventive. Elle agit sur la violence, les peurs et les haines réciproques.

La thérapie communautaire est un nouveau concept qui, au-delà du traitement de la crise sociale, peut accompagner le processus d'empowerment, tant sur le plan individuel que collectif.

Les diagnostics faits par les villes, en particulier dans les Ateliers Santé Ville, font un état des besoins et des ressources d'un territoire et visent à mobiliser des acteurs en vue de créer une dynamique collective, en particulier des habitants, afin qu'ils deviennent davantage acteurs de leur santé et de leur vie.

Cette mobilisation vise à accroître le degré d'empowerment des acteurs, en particulier des habitants.

Ce processus a besoin d'être accompagné, soutenu, évalué, par des professionnels formés, que l'on peut appeler thérapeutes communautaires.

Ces thérapeutes communautaires auraient pour mission un changement de pratiques, allant dans le sens des pratiques communautaires, de tous les acteurs de la vie publique (habitants/usagers/citoyens, les professionnels, les institutions et les élus), en veillant à développer l'empowerment individuel et collectif.

Ce type d'accompagnement complexe nécessite des savoir-faire et des savoir-être attendus chez des thérapeutes.

Il existe déjà des thérapies communautaires, surtout en Amérique latine et en particulier au Brésil, utilisées dans les groupes de paroles centrés sur les addictions ; elles visent à promouvoir des réseaux de solidarité, à améliorer la santé et la qualité de vie, à promouvoir un accueil respectueux, la création de liens et l'empowerment des personnes, à contribuer à augmenter l'estime de soi et la mise en valeur des compétences des personnes et de la communauté.

La thérapie communautaire pourrait se faire dans toutes sortes de cadres : écoles, associations, réseaux, collectivités locales, ...

Elle pourrait devenir un outil important de la politique de la ville.

Migration and Women's Narrative
Beatriz Lenz

This study aims to identify the relationship of memorial narrative to women of disadvantaged social layer with the hegemonic relations of gender. The population studied is Brazilian women with histories of internal migration, motherhood, work, illness and domestic violence.

We understand that the memorial narrative evokes issues at both individual and collective, capable of providing an understanding of social and economy situation that involve the female condition.

In this regard some issues are relevant in the context of analysis. Women who migrated looking for better living conditions, with or without support from their families, where in a new situation of life accomplished: work,

marriage and motherhood. Without reach the ideal of improvement sought, have not achieved social recognition, living in disadvantaged conditions and bringing traumatic experiences and illness in their journeys. Their narratives show that this route is crossed by inequalities of gender, with all its implications, suggesting that social inequities have different aspects that go through these inequalities.

Thus, this work aims to bring these issues for discussion, offering reflections on three aspects: women's narrative as a source revealing the female condition, inequalities of gender and migration. To think of social actions that focus on the recognition and social equity, we need to know before about what context we are talking.

This work is part of a larger research about Brazilian migrant women, under the perspective of social recognition in the process of contemporary globalization, developed by the Images Laboratory of the Interdisciplinary Studies of Communities and Social Ecology Program (EICOS Program), situated at the Psychology Institute of the Federal University of Rio de Janeiro (UFRJ).



— et si nous développons ensemble l'interdisciplinarité ?

Community social resources as determinants of prosocial behaviour in early adolescents

Michela Lenzi

University of Padova, Department of Developmental and Social Psychology

Growing empirical evidence demonstrates the influence of neighborhood context on children's and adolescents' psychosocial adjustment (e.g. Beyers, Bates, Pettit, & Dodge, 2003; Kohen, Leventhal, Dahinten, & McIntosh, 2008; Leventhal & Brooks-Gunn, 2000). According to these studies, neighborhood characterized by disadvantaged economic conditions, low levels of opportunity, high residential instability, and low social capital have a negative effect on a wide range of outcomes, such as school achievement, emotional and behavioral problems. However, less is known about which are the neighbourhood characteristics able to promote psychosocial well-being in this developmental stage.

The present study aims to evaluate if neighbourhood social resources (neighbourhood opportunity, friendship, cohesion, and place attachment) are associated to prosocial behaviour in early adolescence, and if the association is direct or mediated by perceived social support from friends.

A sample of 1,155 11-, 12-, 13- and 14-year-olds (588, 50.9% males; 567, 49.1% females; M age = 12.9, SD = .90) completed a questionnaire. Students were assessed concerning neighbourhood social resources, perceived social support and prosocial behaviour. Structural Equation Modelling was used to test our hypothesis.

Results showed that adolescents who perceived a higher level of social resources in the neighbourhood present more frequently prosocial behaviour, and this relation results to be partially mediated by perceived social support from friends.

This work underlines the importance of studying the social resources of the local community, to understand how they can promote a positive development in adolescence.

Second author = Alessio Vieno

Third author = Massimo Santinello

Fourth author = Chiara Verzeletti

Fifth author = Massimiliano Pastore

Contact and identity: the experience of 'China goods' in a Ghanaian marketplace
Jing Jing Liu

University of Edinburgh

The rise in Chinese traders and availability of low-cost imported goods benefits consumers, challenges local African retailers and represents a fundamental point of tension in local communities. China's presence in Africa has been largely discussed and analyzed through a political economy perspective. The social impact in local communities has been documented anecdotally but has yet to be empirically studied. This study takes place in Makola Market, Accra, Ghana to investigate the emerging intergroup encounters resulting from the interactions between established Ghanaian traders and nascent Chinese traders. A social psychological perspective is used to interrogate how the interrelated experiences of Ghanaian and Chinese traders shape their interpretative framework and what implications this has on the dialectic of contact and social identity. I argue that people's experiences include contact relationships with not just each other, but also with their places of business and the wares of trade. Photo-elicitation techniques and semi-structured interviews with Ghanaian traders and 'experts' and Chinese traders, elucidate a rich interpretative framework that weaves together interpersonal/intergroup, place-based and goods-mediated relationships. With a consideration of the market as a social and economic space and the local community as enmeshed within global systems, their interpretative framework discerns a new model of contact. This model explicates processes of category salience, social comparison and the relational nature of contact and social identity formation. Findings from this study empirically highlight the micro-level impact of China's presence in Ghana and inform the re-conceptualization of the contact hypothesis. Community psychology is in need of a new model of contact that is underpinned by multi-disciplinary theories and mixed methodologies to capture the social dynamism of everyday life in a community marketplace.

Key Words: Ghana, China, Makola Market, Community, Contact Hypothesis, Identity

Oppression and quality of life of people with physical disability in Portugal
Emilia Loja

Faculty of Psychology and Education Sciences - University of Porto

Living in an ableist society, disabled people encounter daily threats to the enjoyment of values such as health, self-determination, participation/collaboration, diversity and social justice, which many non-disabled individuals take for granted (White, 2005), reflecting the existence of systematic inequalities between disabled and non-disabled people (Barnes, Mercer & Shakespeare, 2005).

Identification of the disability experience with that of other minority groups and the designation of the disability community as an oppressed minority (Batavia, 2001) brings us to a recognition of the social and political ways in which disabled people's oppression had been constructed, by replacing biological determinist views of the social presence of them (Meekosha, 2004) and challenging commonly held assumptions and consciousness-raising about the sources of problems (Nelson & Prilleltensky 2005).

The understanding of the mechanisms and processes that influence disability experience and of the factors that inhibit participation of disabled people in social and economic fields (Barnes, Mercer & Shakespeare, 2005) are relevant questions in order to improve their quality of life and promote social change and full inclusion of disabled people into society.

This study aims to understand the impact of social and political disability' discourses on the experience of people with physical disabilities, namely on their quality of life, participation and community integration, independency, empowerment, and relationships.

Our work uses a quantitative study with a sample of adults with physical disabilities, using an adapted version of Quality of Life Questionnaire (Schalock & Keith, 1993) that includes the following dimensions: satisfaction, competence/productivity, empowerment/ independence, social belonging/community integration and rights.

Results will expand our understanding of the main challenges faced by disabled people, exploring the factors that obstruct and promote their empowerment and social integration. We expect that the findings can be relevant for deriving guidelines for future developments in the promotion of quality of life of people with physical disabilities.

Second author = Emília Costa

Third author = Isabel Menezes

Using a Participatory Action Research (PAR) in a hospital context to develop "best practices" in nursing
Luque-Ribelles Violeta

Hospital Universitario Virgen Macarena

Nursing staff's work in hospitals is characterized by dealing with culturally diverse population, constant changes in the procedures, a scarce tradition of teamwork and interprofessional collaboration; besides a lack of

professional recognition, autonomy and authority in decision making and support (Gil-Monte, 2002). As a consequence, many difficulties can be observed when trying to modify professional practices and introducing evidence-based innovations (Brown, RGN, PGDipHP, MA, McCormack, OXON, HONS, 2005). To overcome these difficulties, the PAR methodology was introduced in the Virgen Macarena University Hospital in order to develop "best practices". The design of "best practices" involves the development of new evidence-based working guidelines, their implementation and evaluation.

PAR is a tool which enables the development of intervention strategies and actions, in order to promote well-being and quality to professional practice. It confers an active role to healthcare professionals and users to increase their influence in defining the health services. PAR encourages collaborative relationships, increases and strengthens groups, making sociopolitical and organizational changes easier (Balcázar, 2003; Lucinda & Malheiros, 2005).

The application of PAR in a hospital context has implied the participation of professionals and users in defining aims, in the consensus of the included activities within new protocols, and working throughout coalitions. Moreover, it has made possible professional's involvement in research and training activities in different subjects.

The outcomes of this process were: a higher implication of professionals in the improvement of their practices, a strengthening of interprofessional relationships besides an increase in teamwork, and higher levels of new evidence-based working guidelines application.

Second author = Rocío Morano-Báez

Third author = María Jesús Albar-Marín

Fourth author = Maria Eugenia Acosta-Mosquera

Fifth author = Gloria Lopera Uribe

Ecologie Sociale e Durabilité: une réflexion Tania Maria de Freitas Barros Maciel

Université Fédérale de Rio de Janeiro - EICOS/UFRJ

Cette réflexion aborde la relation entre le domaine de l'Ecologie Sociale et celui de la Durabilité (ou soutenabilité), à travers les travaux de la Psychologie Sociale Communautaire au Brésil ces 30 dernières années. Reconnaître cette relation est primordiale pour comprendre ce que nous appelons aujourd'hui l'Ecologie Sociale, dont l'objectif est d'analyser les traditions culturelles et leurs relations avec la société, la qualité de vie, l'éducation, l'inclusion sociale, en un mot la durabilité de l'Être. Durant cette période, de nombreux projets communautaires furent implantés au Brésil, que ce soit dans la ville de Rio de Janeiro, ou encore, entre autres, dans les États fédérés de l'Espírito Santo et du Mato Grosso do Sul. Parmi ces travaux, nous avons choisi de présenter deux recherches : le projet, connu sous le nom de «Sinuelo», dans la ville de Corumbá, et aux alentours, et dans le *Pantanal*, zone fréquemment inondée, située dans la région du Cerrado. L'objet de la recherche était d'étudier l'habitant du Pantanal, ses coutumes, aspirations, ses perspectives de développement, sa trajectoire tradition-innovation qui le rapprocherait de pratiques de préservation culturelle et écologique. La seconde recherche a été menée sur le thème de la mobilisation sociale et de la participation communautaire des populations bénéficiaires du Projet de Dépollution de la Baie de Guanabara, au cours de laquelle nous avons observé sept municipalités de l'État fédéré de Rio de Janeiro. Nous avons alors travaillé avec les leaders communautaires, à la formation du citoyen en vue de l'implantation de travaux environnementaux et de la préservation des cultures locales, en ayant toujours pour objectif l'insertion et la participation de la communauté dans son ensemble au sein des projets de développement communautaire. Ainsi, ce processus se caractérise-t-il non seulement par la nécessité de protection des générations futures, mais aussi par la prise de conscience de la nécessité de durabilité de l'être humain, en tant qu'habitant de la planète, avec pour objectif final l'atteinte d'un développement humain durable.

Second Author : Carmen Silvia de Lemos Menezes Machado

Inter-systemic agreement between family and school: a comparison between Italian and migrant adolescents Manetti Mara

University of Genoa - Italy

Family and school represent the most significant microsystems for adolescents (Andolfi, 2002). School experience is particularly important for migrants because it represents one of the main channels of participation in the society; moreover parent-adolescent relationship is associated to the ability of adaptation to a new social context (Liebkind & Jasinskaja-Lahti, 2000).

The inter-systemic agreement between family and school has been identified as an important factor of health, as well as a base to promote successful academic achievements (Murrell, 1973). This contribution is part of a

wider research project, that includes 1600 students and their teachers, whose aim is to investigate adolescents' quality of life.

Here are presented the results of the analysis of home-school relationship as perceived by teachers and by 175 Italians, 175 migrants from East European countries and 80 migrants from South America. This relation will be studied by highlighting the association with wellness and social support.

Measures are the Socio-Anagraphic Schedule, the Teacher and Classmate Support Scale (Torsheim, Wold & Samdal, 2000), the Perceived Social Support from Family Scale (Procidano & Heller, 1983), the Dissonance between the Home and School Scale (Midgley et al., 2000), the General Health Questionnaire (Goldberg & Williams, 1988), the Trust Scale From the Family-School Relationship Survey (Teacher Form) (Adams & Sandra, 2000) and the Teacher's Sense of Efficacy Scale (Tschannen-Moran & Woolfolk, 2001).

Considering the importance of families and school (Adams & Christenson, 2000; Bru, Murberg & Stephens, 2001) in influencing students' educational achievement, we expect a correlation between family, teachers and peers support and school success. Moreover, in agreement with the model of partnership (Christenson & Sheridan, 2001), it is assumed that higher levels of conflict between home and school levels reflect lower wellbeing (Arunkumar, Midgley & Urdan, 1999). Finally it is expected that the sense of efficacy perceived by teachers links with the perception of a positive relationship based on mutual trust between school and family.

Second author = Paola Cardinali

Third author = Elena Zini

Conceptualizing Community Participation and its Pathways to Health – A Systematic Literature Review of the Health Promotion Discourse **Benjamin Marent**

Ludwig Boltzmann Institute Health Promotion Research

Background: The notion of community participation is supported by the WHO since the Alma Ata Declaration (1978) and it was highlighted as a key strategy for health promotion by the Ottawa Charta (1986). Different approaches to conceptualize participation have been developed. Yet so far, only a few authors summed up the discourse on community participation in health promotion and their reviews were not based on systematic literature searches.

Objectives: The presentation points out the developments of the discourse on community participation in health promotion within the last decade. Thereby it focuses on two questions: 1) Which theories and frameworks are used to observe, describe and evaluate community participation? 2) How are the pathways from community participation to health modelled within the health promotion discourse?

Methods: Based on the reconstruction of previous reviews on the issue (the last one published in 2002) a strategy for a systematic literature search was developed. Eight databases (Scopus, WEB of Science, ASSIA, Social Sciences Index, PsycINFO, PSYNDEX, PubMed, Embase) were searched for peer-reviewed articles and reviews, published since 2000. A qualitative meta-synthesis of the identified articles is ongoing and will be finished by August 2009.

Results: Preliminary analysis shows that – compared to the results of previous reviews, which identified rather simple frameworks and models to conceptualize community participation in the health promotion discourse – in the last decade more complex social science theories are applied to understand the complexity of the subject. It seems that one relevant strand of theorising draws on the understanding of participation as a communicative process, which is shaped by its members from the beginning, recruits its strategy from their knowledge and experience, and is governed through their decision-making. More comprehensive results on these issues and also results referring to the second research question will be presented at the time of the conference.

Second author = Rudolf Forster

Third author = Peter Nowak

Social support and adolescents' self-representation in residential care context - Youth and staff perceptions. **Ana Martins**

Framed by contextual developmental approaches, research on children in residential care conceives environments and contexts as complex systems. Although Bowlby (1951) emphasized the importance of children-caregiver interactions, research in residential care has had its focus mainly on context's structural and functional aspects (e.g. physical and architectonical aspects; number of in care-children; normalization; children-caregiver ratio; Bullock et al, 1993; Roy, Rutter, & Pickles, 2000). Even though, those aspects help on relationship quality improvement, quality of relationships in residential care are still characterized as poor and less supportive (Freundlich & Avery, 2006). Theory, research, and practice have identified social support as an important resource facing risk and adversity, suggesting that individuals who report high levels of social support

in their relationships are in a better physical and mental health than those with low levels of support (Barrera, 1986; Laursen & Mooney, 2008). Furthermore, receiving support, affection, and positive feedback from significant others is also a central source of positive self-image (Sarason et al., 1993). Specifically, literature has emphasized the role of others' appraisals (hetero-representation) and individual's subjective perception of others' appraisals (meta-representation) on self-concept (Cooley, 1902).

Therefore, this study analyses 73 adolescent-staff member dyads in what refers to: (a) youth and significant staff member perception of social support level in the relationship; (b) the impact of youth appraisals of how staff members perceive them (meta-representation) and how staff members actually perceive these adolescents (hetero-representation) on adolescents' self-concept.

Perceived social support and negative interactions within adolescents' social network, as well as, staff members' perception of the support they give in staff-adolescent relationship, were assessed with the Network of Relationships Inventory (Furman & Buhrmester, 1985). Adolescents' self-representation, meta-representation and staff hetero-representation were assessed through a set of 32 attributes (16 positive and 16 negative) evaluated in a 5 point Lickert-scale. Results supporting the general predictions will be presented and discussed.

Second author = Calheiros, M.

Spaces of Recovery? Mapping Community Mental Health Care **Laura McGrath**

London South Bank University

Since the closure of the asylums in the early 1990s, far fewer people diagnosed with mental health problems now spend extended time in 'total institutions' (Goffman, 1961) where their whole existence is determined by the rules of the institution. Community care has meant that a greater variety of spaces have to be negotiated by those experiencing mental distress, still including specialised, medicalised spaces, such as hospitals, but also now including myriad public and private spaces. To explore how service users negotiate and experience the multiple spaces in which contemporary community care takes place, 'spatial interviews' were conducted with participants, collecting a combination of visual and verbal data. Participants were asked to draw maps (see Gabb, 2008; Iantaffi, 1999, Townley, 2009) of both the spaces where they interact with services and non-service related spaces. They were also invited to participate in a semi-structured interview. As part of this process, participants were invited to reflect on the different feelings, activities and people associated with each space. The different experiences and modes of interaction facilitated or inhibited by the spaces discussed will be explored in the context of the current structure of mental health care. Emerging themes include: the exclusionary nature of mainstream urban spaces for experiences of distress; the shrinking of specialised spaces for recovery; and the inhibitory nature of many mainstream spaces for therapeutic interactions

Empowering strategies in health and social services for homeless **Patrizia Meringolo**

Department of Psychology, University of Florence, full professor.

Homelessness condition is characterized by powerlessness and social exclusion, poverty, lack of affordable housing, lack of public assistance and available health care (Freire, 2002; Toohey, Shinn, Weitzman, 2004; Liu, 2005). Empowerment theory has been used successfully to develop programs for adults homeless to promote the transition from institutional and temporary housing to social inclusion, and to improve capability to maintain a stable accommodation and individual and collective well-being (Zimmerman, 2000; Calysn, Morse, Klinkenberg, Yonker, Trusty, 2002; Fisk, Frey, 2002).

Aim

The aim of this research is to highlight the characteristics and the theoretical and empirical model underlying interventions of homeless services. Particularly, the aim is to obtain qualitative data through the key informants's perceptions about empowerment-oriented professional practices in social services in the town of Florence.

Participants

15 participants: 5 social workers, 1 volunteer, 2 psychologists and 7 shelters managers. Key informants were selected as representatives of different organizations, directly or indirectly involved in assisting homeless people.

Instrument

Semi-structured interviews to collect information about positive and negative aspects of relations between helper professionals and homeless people, empowerment strategies and resources used in supporting homeless people. All interviews have been recorded and transcribed verbatim.

Results

Results highlighted that empowerment-oriented interventions are aimed to promote social skills and participation to social activities. Trust, feeling of pride and respect seems to be perceived as important aspects in helping relation with homeless. Some participants underlined that a feature that contributes to social system

success is the networking between social work system, health and addictions services and non-profit organizations. However, there are some critical issues: shelter staff are often constrained by budget cuts that limit the available resources and sometimes stigma and biases, even from professionals, may contribute in building barriers and in reducing possibility of promoting empowerment.

Second author = Alessandro Morandi. Department of Psychology, University of Florence, PhD student.

Third author = Nicola Paulesu. ASP Fuligno - Municipality of Florence.

Fourth author = Mirella Riccardi. Department of Psychology, University of Florence, trainee.

Perceived ethnic discrimination and subjective well-being of Romanian immigrants in Italy

Anna Miglietta

Department of Psychology - University of Turin - Italy

This study focuses on the relationship between the level of acculturation of immigrants and their psychological well-being in a sample of Romanian in Italy. Psychological acculturation is a change that an individual experiences as a result of being in contact with other cultures (Berry, 1990, 1997; Graves, 1967). Among the practical method to measure acculturation, proficiency in host language has provided evidence of reliability and validity in heterogeneous populations, making linguistic acculturation the most widely used measures of acculturational change (Miglietta & Tartaglia, 2009). The importance of language as a measure of acculturation has been explained by the fact that language is a major instrumental component of the communication by which immigrants develop their understanding of a new culture.

A consistent finding from recent empirical researches is that ethnic discrimination plays a major role in the adaptation and acculturation process of immigrants: such experiences diminish the physical and emotional health outcomes of immigrants (Cassidy, O'Connor, Howe, & Warden, 2004; Jasinskaja-Lahti & Liebkind, 2007).

Literature suggests that in the relations between perceived discrimination and psychological well-being, a role is played by ethnic self-esteem, that predicts psychological adjustment (Crocker, Luhtanen, Blaine, & Broadnax, 1994), whilst a high personal self-esteem seems to protect the individual from distress by affording less vulnerability to and more resilience for stressful events (Aspinwall & Taylor, 1992).

A questionnaire is completed by 220 Romanian immigrated in Italy. It investigates: perceived discrimination and self-esteem, both at the personal and at the group level, the general level of psychological well-being (depression, loneliness, life satisfaction), the general health level, and the linguistic acculturation (proficiency in the Italian language and the use of Italian with ingroup members). Time spent in Italy, educational level and socio-economical status are assessed.

Results show the existence of the relationship among psychological well-being, perceived discrimination and self-esteem in the acculturation of immigrants, and highlight the consequences of perceived discrimination on psychological well-being.

Key words: perceived discrimination; acculturation; well-being; self-esteem

2eme auteur = Gattino Silvia

Les « cafés de parents » dans l'éducation populaire : quels enjeux sociopolitiques ?

Gilles MONCEAU

CIRCEFT Paris 8

Si le processus de parentalisation est défini par les cliniciens par la manière dont des sujets deviennent parents, il est plus fréquent aujourd'hui de voir le même terme utilisé pour désigner des pratiques destinées à « fabriquer » des parents ou bien à les « réparer » (reparentalisation) selon des critères pré-établis définissant le « bon parent ».

Si la première approche est descriptive et vise généralement à une plus grande réflexivité des sujets sur leurs pratiques éducatives, la seconde est souvent prescriptive et surdéterminée par l'idée qu'il existerait de « bonnes pratiques » parentales et de « bonnes pratiques » d'accompagnement des parents.

Après une première recherche consacrée à la coopération entre parents et enseignants dans l'institution scolaire menée pour la Fondation de France, une recherche socio-clinique institutionnelle (prenant la forme d'une recherche action) est conduite avec un mouvement d'éducation populaire (les CEMEA : Centres d'Entraînement au Méthodes d'Education Active). Celui-ci organise et anime des dispositifs appelés « cafés de parents » dans des centres sociaux et des établissements scolaires.

Après avoir décrit l'organisation et le fonctionnement de ces dispositifs, il s'agira de montrer comment les valeurs et les pratiques de l'éducation populaire investissent ce nouvel objet/enjeu politique qu'est devenu la parentalité. Les opportunités offertes aux militants de l'éducation populaire d'agir dans et hors l'école, dans le cadre de commandes officielles, sont aussi porteuses de tensions pratiques et idéologiques. Celles-ci se manifestent concrètement sur le terrain et leur analyse permet d'en travailler les dimensions institutionnelles.

Female migration in Brazil and Survival Strategies of Daily Living
Juliana Nazareth

Federal University of Rio de Janeiro

The purpose of this research is to discuss the issues of female migration in Brazil. Design in base of partial results, the daily survival strategies developed by migrant women who are facing new challenges at the big cities.

Including a gender perspective, the subject gained complexity because carries to a necessarily discussion about family, work and social networks. The social networks are crucial for the daily life of these women, the networks of mutual support or the networks of solidarity appear as a central aspect for their survival strategies.

These issues get a dramatic aspect when crash with the reality of the absence of quality at the public services, as example good nurseries. The necessity to survive with dignity make the women been articulated, in attempt to circumvent the adversity.

Often these informal networks that seek to respond specific and immediate needs become so efficient that develop a more articulated social organization, giving them the opportunity to strive for more strategic "needs", such as redistribution and representation in addition to the desired recognition. - What they are looking for in Rio de Janeiro. This seems crucial for the construction of social justice, strength the social networks and its development.

This work is part of a larger research about brazilian migrant women, under the perspective of social recognition in the process of contemporary globalization, developed by the Images Laboratory of the Interdisciplinary Studies of Communities and Social Ecology Program (EICOS Program), situated in the Psychology Institute at the Federal University of Rio de Janeiro (UFRJ).

Action humanitaire et programme de psychologie communautaire en situations post-désastre ou post-conflit.

Marie-Therese Neully

Universite de Nantes, France

En situation post-désastre, ou post-conflit, des programmes de psychologie communautaire et de psychologie sociale sont appelés à contribuer à des actions de stabilisation ou de paix. On peut noter aussi que certains programmes de psychologie sociale s'appuient sur la communauté pour atteindre des objectifs humanitaires.

Pour reprendre ces deux approches, on peut questionner chacune des disciplines. En sachant que sur le terrain humanitaire la co-existence des nationalités des intervenants, les difficultés linguistiques venant s'ajouter aux différentes références théoriques, la confrontation avec des situations souvent empreintes de violence et dépourvues de modélisation accentuent la confusion par rapport aux positionnements d'école.

Les deux cas présentés ici ont en commun une démarche humanitaire fondée sur l'empowerment.

La psychologie communautaire se situera comme psychologie « engagée », au côté des plus pauvres, des plus vulnérables, de ceux qui sont atteints dans leur santé mentale par le désordre du monde, la violence des éléments naturels, la douleur engendrée par la cruauté.

Ces programmes humanitaires auront aussi pour spécificité une articulation entre santé physique et mentale, santé environnementale et santé dite selon les cas santé psychosociale ou santé communautaire.

La question des financements de ces programmes donc de leur orientation sera envisagée, ainsi que le nombre et les caractéristiques des bénéficiaires.

Deux programmes seront présentés ici, les deux situations étant accompagnées de programmes de santé, via des cliniques mobiles, et de la réhabilitation d'hôpitaux. Des Centres communautaires sont mis en place sur les territoires concernés.

Cas n° 1

Un programme post-conflit en République Centre Africaine, programme psychosocial qui s'appuie sur une psychologie communautaire. Ces communautés du Nord de la RCA présentent en leur sein de nombreux déplacés internes, marqués par les violences de la guerre, et des réfugiés venant du Tchad et du Soudan. La question de la réintégration des enfants soldats démobilisés dans la communauté est posée par le commanditaire UNICEF.

La question centrale du cas n°1 porte sur l'intérêt et la nécessité qu'il y a à travailler selon des axes de psychologie communautaire, et sur les difficultés que présente une « communauté » divisée en ethnies éventuellement hostiles, en familles polygames dans lesquelles chaque femme développe une hostilité par rapport aux autres co-épouses en particulier pour pouvoir assurer la subsistances de leurs enfants.

Le concept « communauté » est ici réinterrogé par ces structurations sociales.

Cas n°2

Un programme fondé sur une démarche de psychologie communautaire, dans un premier temps post-désastre (tsunami) au Sri Lanka, dont un deuxième financement sera post-conflit. La communauté concernée est tamoule, avec une injonction des financeurs et du gouvernement pour que soient mis en place des actions ouvertes aux différentes composantes sociales.

Là encore la notion de « communauté » habitant un même territoire reste une entité à interroger.

"Who is going to help me?": Developing counseling strategies with (not only for) homeless people
Sónia Nogueira

Faculty of Psychology and Educational Sciences

The research project that is described in this presentation is specifically devoted to the problematic of homelessness. Through a multimethod qualitative approach we study several factors that enhance the probability of becoming homeless and being homeless over time. Data were collected through participant observations during street interventions (n=60); (ii) semi-structured interviews with homeless people (n=30), and also (iii) semi-structured interviews with the professionals that work with homeless people (n=20). The first group of participants were asked to describe in their life path key moments that explain homelessness. The second group analyzed possible singularities of the life of this group of people when compared to Portuguese adults in general. All of them also highlighted key elements they considered (or consider) as factors of protection and resilience.

Findings suggest that homeless and professionals recognize four main factors that explain, at least partially, their life situation: (i) Society transformations (e.g., social policies, national and European economy); (ii) Social and interpersonal relations (e.g., lack of fulfilling intimacy relations); (iii) Education, training and work (e.g., lack of school and professional qualifications, precarious jobs); (iv) Personal attributes (e.g., vague and ambiguous life projects; high expectations; vocational volatility). However, each one of the groups gives different importance to the contribution of each one of these factors to explain homelessness and social (re)inclusion.

Exploring the transitions of young people with autism from childhood to young adulthood
Lindsay O'Dell

The Open University, UK

The aim of this paper is to review current positions in transition literature and to identify the role for a community psychological perspective in understanding the transitions of young people with autism. In doing this we would like to introduce a forthcoming project where we will be exploring the experiences of transitions of young people with autism, their families and professionals involved with the families, within a framework which strives to challenge the dominance of a deficit model of autism and explain and research autism from a perspective of valuing neurodiverse qualities and perspectives. The research will capitalise on some of the reported positive engagements with new technologies by people with autism and host synchronous online interviews with young people with autism (14-21 years), parents of young people with autism and professionals working with young people with autism. In addition to this, the young people with autism will be invited to join a synchronous discussion forum where they will be encouraged to collaboratively develop a wiki in order to produce a working paper of information and advice for policy makers reflecting their own voice within the management of the transition process. This is consistent with the overall approach of the project which is to work with young people with autism and draw upon their expertise and experience. The proposed research also poses the question of what transition services, based on understandings of autism as a form of 'neurodiversity', might look like and how services influenced by this re-framing might enable the young people and their families in the transition process. This project draws on two trans-disciplinary perspectives; disability studies and critical community psychology. Through synthesising these two perspectives, this research project will bring a necessary criticality and clarity of theory to understandings of transition to adulthood in a neurodiverse world. The project aims to apply these theories in very real professional, institutional and policy contexts.

Second author = Charlotte Brownlow

Conception des stratégies communautaires pour la promotions d'un Comportement Ecologique Responsable (CER) auprès des étudiants universitaires. Une expérience de coopération internationale
Mireya Palavecinos

Univesidad de la Fontera, Chile - Univesidad Autónoma de MAdrid y Univesidad de Bcelona, España

A partir d'un projet de Coopération Internationale Ibéroaméricain (C/0205 15/2008) se genèrent les bases pour le début d'un nouveau axe de recherche au Chili, action menée conjointement par trois universités, à savoir: l'Université de la Frontera de Temuco, UFRO, (Chili); l'Université Autónoma de Madrid et l'Université de Barcelona (Espagne). Ce projet est financé par le Ministère des Affaires Etrangères et de la Coopération du Gouvernement Espagnol durant l'an 2009 (Resolution du 24.06. 08 BOE du 9.07. 2008).

La psychologie ambiental propose une stratégie pour l'évaluation intégrale des variables psychosociales impliqués dans le comportement pro-environnement des étudiants universitaires, comportements de

l'environnement, utilisation de l'espace et l'attachement au lieu, en utilisant des méthodes qualitatives et quantitatives combinées. En agissant ainsi, le but est de créer des stratégies de l'action communautaire pour la participation et l'engagement des étudiants dans la gestion environnementale du campus universitaire et de privilégier le change vers l'utilisation responsable de l'espace. Pour ce faire, avec la collaboration des étudiants en psychologie de l'UFRO, lesquels en vertu d'une recherche-action participative (RAP) vont appliquer les étapes et instruments pour la récollection/production et analyse des données (observation participative, interviews individuelles, groupe, groupes de discussion, sondages). Les premiers résultats nous livrerons un set d'instruments validés à la réalité chilienne, permettant le diagnostique des variables liées à l'utilisation des espaces dans d'autres populations. En outre, les données indiquent la relation entre le niveau d'attachement, de l'identité avec le lieu et le type d'usage des espaces, ainsi comme avec le comportement responsable avec l'environnement reconnu par les participants, de la même manière il on observe le lien avec les niveaux de participation sociale dans des groupes avec des questions écologiques, ce qui permet une nouvelle conception de stratégies d'intervention environnemental plus efficaces pour chaque secteur.

Dans la discussion nous analysons les contributions de l'évaluation préalable des variables psychosociales impliquées dans le CER pour la conception de stratégies participatives dans la promotion d'un comportement responsable avec l'environnement, les incidences d'opter pour le travail collaboratif entre les équipes de recherche des différents pays et spécialités, et la force de compter avec l'appui des équipes de recherche interdisciplinaires, qui bénéficieront de la qualité des interventions à effectuer.

Second author = Tomu Vidal

Third author = Segi Valera

Fourth author = Maria José Diaz

Fifth author = Concepción Piñeiro

Prevalence of mental disorders in the general population of Paros and Antiparos Islands in Greece Stella Pantelidou

Scientific Organisation for the Regional Development and Mental Health

OBJECTIVE The aim of the present study is to assess the prevalence of common mental disorders and the associations with socio-demographic variables, in the general population of the islands Paros and Antiparos in Greece. It was implemented by the Mental Health Mobile Unit of Northeastern Cyclades Islands in collaboration with Panteion University of Athens and the Medical School of University of Ioannina. **METHOD** This is a cross sectional survey in a random sample of 506 persons of the general population. Psychiatric morbidity was measured using the Clinical Interview Schedule-Revised (CIS-R), a fully structured psychiatric interview. **RESULTS** The study included 506 persons (65% women and 35% men). Mean age was 44 (range: 18-74). Twenty-two percent of the sample studied had clinical significant psychiatric morbidity (30% women vs 13% men). The prevalence of depression in women was 7.88 and in men 1.14 %. The prevalence of hazardous drinking was found in 13.06% of the sample, 23.86% in men and 3% in women. The statistical analysis showed that women, unmarried and unemployed had the highest rates of psychiatric morbidity. Furthermore higher level of education and higher income were negatively associated with the possibility of suffering from psychiatric symptoms. **CONCLUSIONS** Results are significant in order to plan interventions, in the domain of prevention and mental health promotion in the area, suitable to the specific needs of the population, as it is the first epidemiological study conducted in these islands.

Second author = Panagiotis Chondros

Third author = Katerina Avgoustaki

Fourth author = Stylianos Stylianidis

La santé mentale communautaire auprès d'enfants et adolescents en souffrance psychique : partage d'expérience à partir de l'intervention d'Handicap International au Rwanda Guillaume PEGON

Handicap International (siège)

Le génocide rwandais de 1994, qui a fait plus d'un million de mort en quelques semaines, fut d'une brutalité extrême. Il a laissé des séquelles importantes, tant au niveau du vivre ensemble (destruction du tissu social et des liens traditionnels de solidarité) qu'au niveau psychique (crises de reviviscence, passages à l'acte violent, conduites d'évitement). Autant de symptômes qui s'expriment sur les scènes sociale, familiale et communautaire.

Depuis 2007, fort de plus de treize années d'expérience sur le terrain, Handicap International a initié un nouveau projet visant à « promouvoir la santé mentale par le renforcement des dispositifs communautaires de prévention et de soins curatifs pour les enfants et adolescents en état de souffrance psychique ». Ce projet a

été construit avec cinq organisations partenaires rwandaises et couvre quatre secteurs situés à la campagne comme à la ville. Il s'enracine dans une démarche participative qui allie aussi bien des acteurs civils que publics. L'approche choisie par Handicap international est celle de la santé mentale communautaire. Les interventions ciblent les adolescents en souffrance psychique tout en incluant également les adultes s'occupant de ces adolescents. Il s'agit d'étayer les personnes ressources des communautés (enseignants, agents communautaires, élus, enfants chefs de ménage, parents) afin qu'elles mettent en place des mécanismes de solidarité et de prise en charge des personnes vulnérables et/ou de les référer vers des lieux de soins appropriés. L'intervention s'est voulue pluridisciplinaire alliant le droit (le génocide ayant fait volé en éclat un grand nombre de repères relatifs à la Loi), le psychosocial (début de sécurité sociale au Rwanda, travail avec les familles et l'environnement immédiat de celle-ci), le développement économique (activités génératrices de revenu afin d'assurer les besoins primaires) et enfin le psychologique (groupes de parole, thérapies individuelles, utilisation des activités génératrice comme médiateur thérapeutique). Cette communication vise à partager cette expérience d'intervention en contexte humanitaire, notamment par le témoignage d'une psychologue assurant l'appui technique et clinique de ce projet.

2eme auteur = Cécile DE RYCKEL

Assessing the mental health of immigrant and refugee children in Montreal: How are emotional and behavioural symptoms related to pre-and post-migratory factors?

Tonje Jeanette Persson

McGill University

Because few minority children with emotional problems come in contact with the mental health system, self-report questionnaires may be a useful method to identify children at high-risk of developing psychopathology and to monitor the efficiency of school-based interventions.

The objective of this study was to examine the prevalence of emotional and behavioural symptoms in a multiethnic community sample of 267 immigrant and refugee children as measured by the Strengths and Difficulties Questionnaire, self-and teacher-report. The relation of pre-and post-migratory factors to mental health was also investigated.

The total difficulty score for self-report was 11.17 (SD = 4.81) and the total Impact score was 0.58 (SD = 1.52), with no difference between boys and girls. On self-report, girls rated themselves as having more emotional but less conduct problems than boys. On teacher report the total difficulty score was higher for boys (mean = 6.74, SD = 5.66) than for girls (mean = 4.47, SD = 4.50), $p < .001$. Teachers rated boys as having more conduct and hyperactivity problems and as more impaired than girls.

Current age, age of immigration and immigration status were not related to difficulty or impairment. However, teachers reported more emotional and behavioural problems and higher impairment scores for children not born in Canada, $p < .01$. Both informants reported higher impairment for children immigrating without parents, $p < .01$. Further, French language proficiency was related to Impact scores; children who rated themselves as able to understand French were rated as less impaired by their teachers compared to less proficient peers.

These results imply refugee and immigrant children may not overall be a high-risk group because their difficulty and impact scores fell in the normal range both on self-and teacher-report. This study supports past research on gender difference indicating girls tend to internalize while boys externalize problems. Finally, pre-migratory stress (parental separation) and post-migratory adjustment (language) may be related to psychosocial adjustment.

2eme auteur = Cécile Rousseau

The role of community service mental health clinics in promoting healthy schools in South Africa

JACE PILLAY

University of Johannesburg

The actual role of mental health clinics as a stakeholder in school communities, and in promoting healthy school environments, is not clearly known within the South African context. Hence, a qualitative study was conducted to understand the current and future role community mental health clinics can play in promoting healthy schools. Individual and focus group interviews as well as observations were conducted with principals, educators, psychologists and psychiatric nurses from four schools and four clinics, respectively. The findings indicate that traditional medical model approaches are still rigidly applied in the community clinics. Also there is poor collaboration between clinics and schools and there is a general lack of resources. The authors argue that there has to be a shift from the medical model to a more inclusive ecosystemic approach in order for schools to benefit from the psychological services provided by community clinics. Several recommendations are made on how the clinics could be changed so that they could play a more meaningful role in the community through promoting healthy schools. Furthermore it is argued that training programmes for mental health staff, psychology students and community service psychologists should be incorporated into clinics

Second author = Lindsay Lamont