ECPA 10th European Congress of Community Psychology

Symposium Abstracts

Listed in programme order

Campus-Community Partnership: Methods and Strategies of Community Psychology Interventions
Chair: Bruna Zani, University of Bologna, Italy
Discussant: Carolyn Kagan, Manchester Metropolitan University, UK

Theme 1: Community Psychology interventions in Europe – celebrate the diversity and reflect on interventions

The aim of the symposium is to bring together and discuss different experiences of interventions at European level, which are trying to improve the connection between University and the wider society.

The focus will be on how we - as community psychologists - can promote and develop civic competences in higher education institutions, based on common values, reciprocity and reflection, with the aim to foster the process of co-creation of knowledge: Universities and communities can both get significant benefits from this cooperation. Are there activities and tools - like for example Service Learning - in European contexts that can be useful in addressing this ambitious but important aim for the future of democracy, social responsibility, and social capital?

The symposium tries to answer this question, providing interesting examples of campus community partnership in different European contexts.

Paper 1 - Campus-community partnerships: focusing on students’ reflections
Nicolina Bosco1 presenting, Susanna Giachinerti2, Cristina Cecchini3, Fausto Petriini3, Giulia Antinoli4, Patrizia Meringolo1
1Department of Education and Psychology, Italy, 2Public Mental Health Service of Tuscany, Italy, 3LabCom, spin-off University of Florence, Italy, 4School of Psychology, Italy

Background: This contribution describes a Service Learning (SL) experience, realized by students attending the Master Degree in Psychology in collaboration with a Public Mental Health Service. SL was based on the literature about this topic (Astin, Vogelgesang, Ikeda & Yee, 2000; Europe Engage, 2014; Furco, 1996; Yorio, & Ye, 2012; Weiler et al., 2013).

Aims: Explore how SL may impact on academic learning, personal growth and commitment in local community.

Methods: Eight students were involved, including three Erasmus students. They carried out an exploratory research in the local community, aimed at investigating, in particular, the role of a sports association oriented towards social integration and involving both PMHS professionals and patients.

The reflection process has characterized the whole experience. Critical thinking about the work was supervised weakly by the tutors, through the Diaries, kept by students and discussed during the supervision sessions.

Focus of this contribution is the content analysis of the SL Diaries, by means of the software T-LAB.

Results: We may observe that the engagement in the local community promoted in the students the capability to apply theoretical knowledge and research instruments, so to meet the community requests. Diaries show at the beginning their emotions in the relationships with professionals and patients; then their concerns for the investigation; and finally their worries to explain in a plenary session the results of their work.

Conclusions: Through this experience students learned a model of intervention promoting mental health, against stigma, and a "relational model" founded on solidarity and social integration.

Paper 2 - Converge: A Case Study of Collaborative Discovery Between a University, Healthcare Provider and Local Community
Emma Anderson1 presenting, Ruth Lambley2
1York St John University, UK, 2Tees, Esk and Wear Valleys NHS Trust, UK

Background: This paper will outline Converge, a partnership between York St John University and Tees, Esk and Wear Valleys NHS Trust, UK, which offers free courses to mental health service users. Last academic year (2015-16) 140 people completed courses in theatre, dance, music, fine art, creative writing and more, with 85 university students involved in delivery and the support of participants.

Aims: We propose that Converge, which is informed by community psychology values of social justice, empowerment and collaboration, serves as a model for how universities can be sites of social transformation by offering accessible, high-quality education to a marginalised community, simultaneously creating service learning opportunities for students.

Methods: Evaluations using appreciative enquiry and qualitative interviews suggest that opening up the socially valued, yet traditionally exclusive space of a university can help resist the stigmatisation, social exclusion and loss of hope that often accompany a mental health diagnosis. It provides the facilities - theatre spaces, music studios and seminar rooms - to engage with participants as students, offering more enabling ways to talk about the self and lived experience.
Results & Conclusions: The empowering language employed at Converge can be seen to work towards transformative change, affecting wider perceptions about mental health in university students and staff. Unanticipated developments have included Converge students leading courses, initiating a peer mentor system, starting undergraduate degrees and forming a research group. This paper argues that these outcomes are facilitated by approaching the initiative as a collaborative learning journey in which all stakeholders have a valued voice.

Paper 3 - Reciprocity as a relevant dimension of campus-community partnership
Bruna Zani presenting, Antonella Guarino, Christian Compare
University of Bologna, Italy

Background: This paper presents a pilot experience of partnership between University of Bologna (Psychology Department) and a Public Company for Services to the Person located in the community. Psychology master students and practitioners were involved in a Service Learning project (part of Europe Engage, a 3-year Erasmus + project funded by the European Union, www.europeengage.org).

Aims: To analyse the process and the outcome of the partnership between university students and professionals working in community services, involved for the first time in projects of Service Learning. The focus is on the concept of reciprocity, in order to evaluate the emergence of the awareness of the reciprocal benefits in the learning experience of both students and practitioners.

Methods: The lab in Community Psychology involved 30 master students, who participated in 6 projects, finalized to enhance transversal competences through the knowledge of the community needs and the work in outreach services. 30 field diaries written by students and 6 interviews to the tutors were submitted to a content analysis with the help also of software (T-Lab, N-Vivo).

Results: Diaries revealed that students became more and more aware of the dimensions of service and the dimensions of learning, of what they were able to offer and to get. Tutors declared to discover new ways of being "tutor", in a more horizontal relation, acknowledging the contribution of the different perspectives offered by the students. The multiple meanings of reciprocity were investigated.

Conclusions: The SL activities have the potential to increase individual and social responsibility promoting reciprocity through experiential learning for students and community partners.

Paper 4 - Service Learning & Community-Based Learning: The role of University - Community partnerships in promoting social change
Maria Vargas-Moniz presenting
ISPA - Instituto Universitário, Portugal

Background: The contemporary Universities that are willing to face modernity and contextual challenges need to focus on the denominated “Third Mission” of Universities that is placed beyond teaching and research. The engagement of HEI in social change and innovation in the local communities within their array of influence need to be tackled as a means to provide context for the expression of values associated with social responsibility both for students, faculty and other University stakeholders. European Projects such as Erasmus+ are examples of opportunities to engage Universities and Community Partners into systematic collaborations focused on student civic engagement and the strengthening of partnerships focused on community development and the promotion of social change.

Aims: With this presentation we intend to reflect upon the elements for the implementation of Community-based learning as pedagogic practices, including University Networks and Community Partner’s engagement. We probe to describe the implementation and evaluation procedures for SL-CBL (Service Learning/Community-Based-Learning) projects and programs.

Methods: The presentation is composed by a systematized narrative of the program implementation; and a qualitative report of the programmatic elements implemented on the influence of organizational practices and the formation of partnerships with community stakeholders.

Results: Changes observed in organizational HEI and Community Organizations, and future prospects for establishing formal SL_CBL Networks at the National level.

Conclusions: How community engagement practices may influence HEI and Community organizations towards social change endeavours.

Key Words: Service Learning - Community based learning - Civic Universities

Paper 5 - The University of the Future: Engaged – Creative – Responsible. Community Service Learning for Active Citizenship
Wolfgang Stark presenting
University of Duisburg-Essen, Germany, and Strascheg Center for Entrepreneurship, Germany

Universities can play a major role in community building in their regions and beyond if they design teaching and research based on an active campus community partnership. This requires a new and active role for faculty and students, and open campus' policy addressing major challenges in the community and collaborating with community organisations on an equal basis. It also implies to open up the academic system for tacit knowing used in the community and start a process of integration with scientific knowledge.

Based on a 10-year experience in Germany and with other universities worldwide and in Europe, the paper will analyse potentials and pitfalls of campus community partnerships, will draw a picture of a university of the future, and highlight implications for community psychology.
Community Well-being: Theories, Indicators, and Strategies of Intervention
Chair: Salvatore Di Martino, Leeds Beckett University, UK
Discussant: Anne-Marie Bagnall, Leeds Beckett University, UK

Theme 1: Community Psychology interventions in Europe – celebrate the diversity and reflect on interventions

Community Well-being is today becoming the focus of interest of several disciplines as well as governmental practices. Some examples are the OECD Global Project for Measuring the Progress of Societies, The Canadian Community Well-being Index, and the Australian Community Indicators Victoria project. In the UK, the government, together with other organizations, is funding the What Works Centre for Wellbeing to explore what national and local government can do to increase well-being not only for individuals but also for communities and societies. These examples show that Community Well-being is starting to attract worldwide recognition and as such local and national organizations as well as governments are seeking guidance and examples on how to best integrate community well-being in their ethos and practice. In that regard, there are questions that we need answering from within and without the field of Community Psychology. We are mindful that the literature boasts a long-lasting line of research on individual well-being. We know from a plethora of scientific studies what are the different definitions, indicators and best strategies of interventions designed to promote people’s subjective and objective experience of well-being.

Much less is available in terms of community well-being. Community Psychology can do a great deal to fill this gap through its well-established understanding of the issues related to community well-being, along with the numerous strategies of interventions designed over the years to connect the promotion of social justice, empowerment, and sense of community to bettering individuals, communities and societies.

Therefore, in this symposium we would like to address some of today most pressing issues related to community well-being, that is:

a) What is Community Well-being? How can we define it? What theories and/or approaches we need to shed more light on its nature?
b) What are the main components of Community Wellbeing? What domains and indicators we need to take into account to promote the betterment of communities?
c) What is the connection between Community well-being and social justice, inequality, vulnerability, diversity, and environmental sustainability? What are the best strategies of interventions to address these issues and promote well-being at the community level?

Paper 1 - Community Well-being Indicators, frameworks, and measures: Evidence from the UK
Jane South presenting, Anne-Marie Bagnall, Salvatore Di Martino
Leeds Beckett University, UK

Community well-being is a topic that is starting to get increasingly more recognition in the UK, from local organizations, the national government, and society at large. In 2016 Leeds Beckett University has undertaken a systematic scoping review of indicators of community wellbeing in the UK, as part of the Communities Evidence Programme of the What Works Centre for Wellbeing. The aim of the review was to compile a list of all the indicators and proxies used to measure community wellbeing, or concepts related to community wellbeing, used by governmental and non-governmental agencies in the UK from 2010 to 2016.

A comprehensive search strategy was developed to identify as broad a range of published literature as possible (i.e. peer-review papers, report, grey literature etc.), which included a web search and databases such as: IDOX, CINAHL, PsycINFO, MEDLINE, Social Policy and Practice. 6,494 titles and abstracts were screened, 368 retrieved in full and screened in more detail, and 30 articles were included, along with 14 articles from website searches or expert consensus. The 47 documents included were reviewed, and the data extracted provided a total of 43 indicator sets, comprising 273 raw indicators of community wellbeing, which were grouped into 25 domains of community wellbeing. Aspects such as Health and Well-being, Economy, Inclusion and Integration, and Social relationships, were among the most prevalent domains of community wellbeing reported in the UK. Discussion of these findings and recommendations for future research will be discussed at the symposium.

Paper 2 - Thrival Not Survival: Using evidence to make our neighbourhoods better places to live
Andy Pannington presenting
University of Liverpool, UK

Background: The so-called urbanicity effect highlights that wellbeing, mental distress and community wellbeing must become key indicators of how our places function, are governed and designed.

Aims: The talk will use both primary and secondary data analysis to draw together key notions that should help us make neighbourhoods places of thrival not just survival.

Methods: Some of the highlights of the Community Wellbeing Evidence Programme of the What Works Centre for Wellbeing alongside research conducted by the Prosocial Place Research Programme will be presented.

Results: With a focus on interdisciplinary and cross-sector working, an integrated argument will be advanced.

Conclusions: The presentation will stress how establishing better links across research and between practice and policy-making must be the way forward.
Background: The Health and Social Care Act (2012) (HSCA) was a recent legislation that entrusted £80bn of UK health commissioning budget to newly formed Clinical Commissioning Groups (CCGs). During and following the passing into statute of the HSCA in 2012, a number of dimensions of this manoeuvre emerged concerning what this legislation meant for the delivery of healthcare nationally and locally.

Aims: Thereafter the Brighton Citizen's Health Services Survey (BCHSS) was designed to hold regular public consultations with a substantial number of citizens from Brighton and Hove in order to explore some of the broader controversies pertaining to local healthcare commissioning that were not being recorded under the current accountability regimes. In so doing this work sought to heed the OECD call for new ways to include citizens in policy making through citizens actively engaging in defining the process and content of policy making.

Methods: Accordingly, the project developed surveys that sought to capture unmeasured and excluded forms of knowledge representing the voices of the people of Brighton and Hove on important topical health issues like funding cuts, privatisation and the broader tensions between local commissioning and national funding policy directives.

Results: This contribution explores the way that research straddling the boundary between academic inquiry and political activism speaks to the many issues that are prevalent in the changing health sector, particularly the NHS privatisation, health commissioning and public sector cuts.

Conclusions: Their impact on the well-being of individuals, Brighton and Hove community, and the larger British society will be discussed.

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Paper 4 - Welcome to Rione Sanità: The Role of Associations in Promoting Community Well-Being
Caterina Arcidiacono presenting
Università degli Studi di Napoli Federico II, Italy

The city of Naples, in the South of Italy, is increasingly witnessing the surge of grassroots local actions and interventions for the promotion of the common good. The present contribution aims to discuss the experience of ‘Fondazione San Gennaro’, which is a non-profit foundation operating across a popular district of Naples, namely the ‘Rione Sanità’. The foundation is comprised of several voluntary associations, which offer economic, psychological, and social support to local residents. Our objective was to explore the local people’s view of the social support they receive from the locally active associations that work under the umbrella of Fondazione San Gennaro. For this purpose, a heterogeneous sample of 24 local people took part in focused narrative interviews. The interviews covered several topics ranging from people’s knowledge about the network of associations working across the district to their relationships with specific associations, and their vision of the social status of Rione Sanità. The thematic synthesis of the interviews was carried out through the Grounded Theory Methodology and resulted in 52 codes, which were collected in 13 explanatory categories, and finally collated into the following three macro-categories: PERSON-DISTRICT RELATIONSHIP, PERSON-ASSOCIATION RELATIONSHIP, and ASSOCIATION-DISTRICT RELATIONSHIP. The codes and categories we obtained, helped us identify the main themes that emerged from the interviews and to frame them in terms of the different layers of relationships people have with their local context, the associations headed by Fondazione San Gennaro, as well as the other voluntary associations working across the Rione Sanità.
Paper 1 - Political Polarization and Activism of Female Political Activists

Minou Mebane presenting
University of Rome "La Sapienza", Italy

Introduction: Americans in 2017, the year of Donald Trump’s election, are more politically and publically divided than ever before. Also in Europe we have assisted in the last years to a growing political polarization. Intolerance and rigidity characterize both sides of the political spectrum. Encouraging a dialogue among individuals of different ideologies is essential for a well-functioning democracy. Another big problem that has characterized the European Union is the decline of active political participation of young people. According to the data of Eurobarometer (2013), 79% (EU27 average) of young respondents indicated that they would never want to candidate for a political election.

Aims: In this preliminary study we wanted to explore the differences in left and right wing political activism, the motivations that drive political participation and how political activism today differs from the past.

Methods and Participants: 40 young female activists in extremist left and right wing movements participated to the research, data were collected by using in-depth interviews.

Results: The first results of the study, still in progress, will be presented at the conference.

Conclusions: The data of this study will be used to understand better the culture that cultivates political polarization and which factors drive political activism and to plan different types of intervention aimed at promoting dialogue between opposite extreme political groups and diminishing party stereotypes and promoting youth political participation. These programs will be offered face to face and online, since several research have shown that online facilitated conversations decrease prejudices.

Paper 2 - Youth-Adult Partnerships Promoting Youth Civic And Community Participation: A Cross National Study

Michela Lucchesi¹ presenting, Steven Krauss², Shepherd Zeldin³
¹ISPA-IU, Lisbon, Portugal, ²Universiti Putra, Malaysia, ³University of Wisconsin-Madison, USA

Background: Previous studies on Youth-Adult Partnerships (Y-AP) demonstrated that when young people participate in the decision-making processes of the organization and of the community where they are involved, in a collaborative non-hierarchical process with the adults, they improve their confidence, empowerment, agency and community connections.

Aims and Methods: Employing mixed methods, this research aimed to study the civic and community participation of young people in organizations that provide good levels of youth participation in decision-making processes, but that also involve adults in organizations’ structure. The impact of participation and Y-AP on Positive Youth Development (PYD), particularly on youth empowerment, on levels of psychological agency and community connectedness were analysed. The internal validity of the instrument was tested and the program quality contribution for PYD was explored, particularly with regard to Y-AP in organizations and community-based associations.

Results: Program quality and the context together had a greater contribution to empowerment, beyond the context. The component that most contributed in predicting empowerment was youth engagement in the organization program. Furthermore, program quality was a predictor of psychological agency and community connectedness beyond the context measures. In both cases, youth voice in decision-making gave the greatest contribution in comparison with the other program quality constructs. The model that best predicted good psychological agency and community connectedness was the one that considered both the context and the possibility of youth expressing their voice in decision-making processes.

Conclusion: Adding program quality to the context improved all variables (empowerment, psychological agency and community connectedness).
Paper 3 - Constructing Active Citizenship: A Participatory Action-Research with High School Students in Italy
Antonella Guarino presenting, Davide Mazzoni, Cinzia Albanesi, Elvira Cicognani
University of Bologna, Italy

Background: Youth-adult partnership (Y-AP) is a participatory action research approach characterized by a collaboration between youth and adults (Zeldin et al., 2013), aimed to give voice to young people and allow them to be active agents in their own development and the development of their community. It is a promising approach in interventions aimed at promoting youth participation and active citizenship.
Aims: The study aims to evaluate a school-based intervention aimed at enhancing youth active citizenship, through the adoption of a participatory action research methodology inspired by the Y-AP approach. The intervention, which is part of the H2020 CATCH-EyoU project, involved students in the analysis of social issues affecting their community and in the proposal of intervention strategies to address these issues.
Methods: The intervention involved 45 high school students, 24 females (53.3 %) and 21 males (46.7%) with a mean age of 15,76 years (SD = 0,48), and a control group. A mixed-method methodology was used to evaluate its effectiveness, including pre- and post-test questionnaires and focus groups with students and interviews with teachers involved in the intervention. The focus group aimed to explore the representation of active citizenship at national and European level and the different types of youth participation. The questionnaires explored factors that can enhance or inhibit youth active citizenship.
Results & Conclusions: We will present the results from the first year of the intervention focusing on the analysis of its effectiveness and of the processes of change undergone by participants.

Paper 4 - An Intervention to Promote Citizenship Competences at School
Elvira Cicognani1 presenting, Debora Vecchiettini2
1University of Bologna, Italy, 2School and Community psychologist, Italy

Background: The recent school reforms in Italy (“The good school”) emphasised the importance of enhancing the development of citizenship competences in students. However, the law assumes that a shared definition of active citizenship competences exists, and it does not provide clear indicators to assess the development of such competences.
Aims: The first aim of this project, lasting one school year, was to engage high school teachers in a participatory process aimed at reflection on the nature and meanings of citizenship competences, in order to develop shared indicators allowing them to monitor the effectiveness of their teaching strategies in enhancing students’ competences. The second aim was to assess the effectiveness of an intervention in enhancing students’ citizenship competences, as well as wellbeing, self-efficacy and sense of school belonging.
Methods: To develop indicators of citizenship competences, 4 focus groups were conducted with students, teachers and other school personnel. A self-assessment quantitative instrument was then developed through a participatory approach involving teachers. Teachers were trained in participatory methods and applied them during an intervention that engaged students in analysis of problems affecting their school or community. The effectiveness of the intervention was assessed in terms of enhancing students’ citizenship competences and general well-being, self-efficacy and school sense of belonging.
Results and conclusions: Results on the effectiveness of the intervention are promising. Limitations and future directions will be discussed.
Responsible togetherness in community development
Chair: Fortuna Procentese, University of Naples, Italy
Discussant: Fortuna Procentese, University of Naples, Italy

Theme 1: Community Psychology interventions in Europe – celebrate the diversity and reflect on interventions

The aim is to discuss how to promote responsible togetherness processes that favour the ability to negotiate social norms through the construction of functional relational spaces for collective well-being and community development, taking into account the participation and inclusive actions in social community. The actual sociocultural context seems to be characterized by a diffidence towards “the other” that leads to an individualistic vision and to clearer shapes of affective disinvestment for the local community. It results in a continuous materializing of relational models focused on competition and power, which increase conditions of social injustice and disengagement in participatory actions. These aspects lead to a multidisciplinary consideration and to a critical vision of the actual relational models of togetherness, giving particular attention to the dimensions of awareness and responsibility.

This symposium introduces the idea of responsible togetherness in local communities discussing also the interdependence with other concepts as social cohesion, sense of community, social responsibility.

We would like to give a critical vision about the togetherness in local communities, sharing the same spaces, being in close contact with someone else, but also about the possibility to represent the new forms of social relationships without cancelling each other or being mutually exclusive, but including the sense of responsibility to construct concrete resources in the community. Interventions and researches require the acquisition of skills and methods for monitoring, the analysis of new relational spaces of socialization and the construction of good practices for the prevention of psychosocial risks. Interventions should be created in local communities to promote not only a functional use of these media but also, indirectly, responsible ways of co-living in local communities.

Paper 1 - Groups and Responsible Togetherness in a Local Community
Anna Gargiulo, Flora Gatti presenting, Cira Ciotola
University of Naples Federico II, Italy

Background: In the actual socio-cultural context, we witness always more complex forms of social togetherness among citizens, who bring cultural and dedication differences in the communities. Nevertheless, the perception of low individual and collective power makes it difficult to think and act for creating contexts of responsible togetherness. We hypothesize that groups in local communities can guarantee the promotion and transmission of togetherness. Indeed, every group meets for doing something, allowing individuals to defend themselves from primordial anguishes.

Aims: The aim is to understand processes to create responsible togetherness and active participation into a local community, starting from the group dynamics.

Method: Our study involved eight members from a socially and politically active group (average age 32). We conducted semi-structured interviews about group's experiences, its relationships with the community and its planning. The transcripts were analysed using the Grounded Theory.

Results: Four categories emerged: group identity, group's realist but confident vision, promoting togetherness in the community through the group, ambivalent relationship with the outgroup between resources and difficulties. The core category was looking for the Other between collision and comparison, because of the numerous references about the relational area and the interdependence between the group and the local community.

Conclusions: It seems evident that local communities need spaces to make differences meet and match, to inform and discuss, to promote participation and empowerment, to motivate citizens in using their resources for the common well-being. This makes us reflect about actual the social phenomena and the transformations they cause in local contexts.

Paper 2 - Responsible Togetherness Among Adolescence: An Exploratory Study on How to Live Together in the Neighborhood
Fabrizio De Carlo presenting, Fortuna Procentese,
University of Naples, Italy

Technological development, economic and social global phenomena, contribute to modify the relationships among people, increasingly characterized by individualism and disengagement towards collective interests, by encouraging anonymity rather than a productive mutual recognition and the development of common projects. Communities are called to face new relational and political challenges that impact on individual and collective life of citizens. Responsible togetherness is a process of empowerment and self-building through which citizens reach equal access to resources, participation and sense of belonging to the territorial community (Procentese, Scotto di Luzio, Natale, 2011).

Aim: Responsible togetherness is positive related to, Sense of Community, Participation and Safety perceived. Plus we hypothesizes that each of those constructs predict the Responsible Togetherness.

Methods: The questionnaire was administrated to 605 Adolescents from 14 to 20 years old (M=16,47 ; DS=1,36) from high school in Naples. The 55,7% were female; the 40,5% of participants belong to a group (formal or informal). Measures are: the Italian Sense of Community Scale (21 items, α=0.84) (Frezza et al. 2010), The Participation Scale (α=0.84, 13 items); the Responsible Togetherness Scale (α=0.85, 36 items) (Procentese 2017); the Social Responsibility Scale (α=0.69, 13 Items), 5 items ad hoc to measure the safety perceived in the neighborhood (α=0.69).

Results: Results show a positive correlation among each measure. A multiple regression confirmed the predictor role of every dimension on Responsible Togetherness. Further results and implications will be discussed.
Social networks and online activities have become an integral part of adolescents’ life. Social networks are intended as a community, toward which one can establish a sense of belonging, thus contributing to personal and social well-being. However spending time on line is considered also an at risk behaviour for offline social relationship and for technological relationships. The aim of this paper is to understand to what extent do the activities they do on line contribute to adolescents’ well-being, through creating a sense of community. To this aim the research team prepared a questionnaire including a measure of sense of community on social networks, adapted from Chiesi, Cicognani, Sonn (2010), the Abuse and Dependence on the Internet inventory. (Gnisci, Perugini, Pedone, Di Conza, 2011) and the Mental Health Continuum Short Form (Keyes, 2006).

The sample includes 1052 Italian adolescents (M = 16.32; DS = 1.74). Concerning sense of community on social networks, four dimensions emerged: membership, support, engagement, and exchange. Sense of community on social networks contribute to adolescents’ well-being even if it is associated with higher level of internet addition. Adolescents who are more civically engaged score higher on sense of community on social networks, and on well-being. Practical implication of the results will be discussed.

**Community Psychology as Social Catalyst for EU 2030?**

*Chair: Caterina Arcidiacono, University of Naples Federico II, Italy*

*Discussant: Maria Vargas Moniz, ISPA, Portugal*

This workshop sheds light on the question of the potential of community psychology in building tools to understand social change and to create opportunities for collective change and empowerment. Governments, with their supranational financial capitals, and the technological developments in human activities are making this planet a world where the values of respect for the environment, for the individual and for relationships are becoming threatened.

What is the role of community psychology as an agent for social change?

What skills can psychology offer as tools to activate and promote social change?

Which skills have a performative value in the prospective of Europe and the planet in coming years?

The symposium and its participants deal with this issue from different perspectives and joins the debate recently presented in congresses and journals.

**Paper 1 - Community Psychology in Slovakia – Promoting Mental Health through Online-Based Interventions**

*Júlia Halamová presenting, Martin Kanovský*

*Comenius University in Bratislava*

**Background:** In Slovakia, we run conference and workshop of Community psychology every year in order to create network of people working in the area. There are currently three bigger research projects going on: reducing prejudices, promoting community gardens and spreading online interventions. In this presentation we discuss the last one. While approximately two-thirds of people with mental health problems do not seek help from a health professional worldwide (WHO, 2001), in Slovakia it is probably even less because it is still tightly related to social stigma. Therefore it is essential to develop interventions which are accessible for a multitude of people and at the same time minimize the possible instillation of social stigma associated with direct contact with health professionals. Online interventions might be the solution which will overcome the time and financial costs associated with psychological treatments.

**Aims:** Thus, the aim of this study was to explore the impact of individual short-form versions of the four different interventions delivered through an online setting to be completed in the privacy of ones’ own home. The interventions targeted self-criticism and self-compassion because high levels of self-criticism and low levels of self-compassion have been shown to be strongly related to various kinds of psychopathology.

**Methods:** Randomized controlled trial was conducted with pre, post measurements and two-month follow-up. Convenience sampling was used to recruit participants through a snowballing technique on social media. Participants were randomly allocated to the four kinds of shortened online interventions (Compassion Mind Training, Mindful Self-compassion Training, Mindful Stress Reduction Program, Emotion Focused program using expressive writing and to a control group without treatment. Participants of the intervention groups received a different exercise by email every day for 13-15 days. All five groups were compared on the level of self-criticism and self-compassion.

**Results:** All of interventions showed significant increase in either self-compassion or significant decrease in self-criticism or both. The effect of the intervention was present at two-month post-intervention too in the 3 of 4 interventions.

**Conclusions:** Apart from the high attrition rate, all of the interventions showed significant change benefiting mental health. We discuss the possibilities of using internet based intervention to increase the level of mental health in Slovakia in broader range.

**Key words:** community psychology, mental health, internet based intervention
Paper 2 - Psy2 (Square Psychologist): The Psychological Skills to be Valued
Antonella Bozzaotra1, Teresa Tuozzi1, Filomena Tuccillo1, Monica Terlizzi1
1Studi di Napoli Federico II, Italy, 2Ordine Psicologi Regione Campania, Italy

We habitually talk about knowing (knowledge: content and theories), know-how (skills: techniques, procedures), knowing how to be (attitudes: self-image, values, characterizing behaviours) and knowing how to become (life-long learning and self-training). We want to propose a reflection on the psychological profession and on the potentialities of what, starting with the results of a research involving psychologists in the Campania Region, we have defined PSY2 (square psychologist).

What are the distinctive competences of the psychologist profession? Often respondents have pointed out that it is very complex to find a clear and straightforward definition for everyone that can restore the variety and complexity of psychological work.

Psychologists frequently speak of their skills as if they were innate and therefore not recognized as a professional competence. Emphasizing only the diagnostic and intervention techniques and evidence-based research methodologies, it gives a reduced definition of the psychological profession. The specific training in interview and group management, context and process analysis, and the empowering methodology make the psychologist a precious second-level expert (PSY2) for organizational and collective processes management. We need to be able to name the whole of these skills because this awareness path returns to our professional identification an added value that lies in the globality of our professionalism: having a specific training, the psychologist is an expert in social skills, relationships, responsibilities in workplaces, decision making processes.

Paper 3 - Training Of Community psychologists in the Frame of EU 3020 Agenda
Rebecca Lawthom presenting
Manchester Metropolitan University, UK

Community Psychology is organized differently across the EU and more globally. Within these settings, there are diverse understanding of the roles that community psychologists can take. Moreover, the journey to becoming a community psychologist is organized differentially. In this paper I talk about the way in which competences or competencies are understood and theorised across these spaces. The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals represent the international community’s response to the economic, distributive and environmental imbalances built up under the prevailing development pattern. What is the potential for community psychology training within this research regime?

Paper 4 - Contextualizing Basic Competencies in Europe (or Elsewhere)
Serdar M. Değirmencioğlu presenting
Visiting Scholar, Université libre de Bruxelles, Belgium

Mainstream psychology (MP) is fraught with overgeneralizations, most of which are entirely inconsistent with the tedious methodological approaches that are considered state-of-the-art. MP tends to maximize internal validity at the expense of ecological validity. Textbooks are full historical overgeneralizations, as well as overgeneralizations that involve class, cultural, and other biases.

Community psychology (CP) is one of the few disciplines in psychology that has a commitment to ecological validity, both because of its theoretical and applied roots. The recent focus on basic competencies involves a valid discussion but can very easily turn into an exercise laden with overgeneralizations.

If, many community psychologists in Italy have no problem stating that Napoli and Milano are “two different worlds”, it would be wise to make room for regional differences in the discussion of basic competencies even within a single country, namely Italy. Caution is also needed in making generalizations across time and political regimes. Are basic competencies today any different from those that were offered in the 60s or 70s? To put it more succinctly, the discussion of basic competencies should involve delineations that could counterbalance overgeneralizations.

Secondly, caution is needed regarding political and social upheavals. If countries, such as Bulgaria, are undergoing structural changes, including membership in the European Union, are basic competencies going to be sufficient or useful for community psychologists to be able to deal with the changes communities are faced with? The same question is also relevant for societies where service provision has declined drastically because of fiscal austerity and neoliberal capitalism.

Thirdly, how do basic competencies take into account the rise of authoritarian regimes, which curtail the autonomy of community-level decisions and actions? Or the ongoing dominance of imperialism and militarism that have produced millions of refugees in a short of span of time, many of whom have moved to Europe also in a short of span of time? Finally, any discussion of competencies in CP has to take into account the “import-export model” and the persistent colonial tendencies that are dominant in MP. Are competencies going to be produced locally, or are they going to be imported? From a liberation psychology perspective, CP has to offer valid answers to a number of questions, such as: “Do my competencies enable me to produce psychologically, linguistically, and contextually relevant knowledge and action?” or “Does my discipline silence me when I encounter injustices in my context, or does it empower me to address them in a meaningful way?”
Paper 1 - Participatory Approaches in Sport Programs for Social Inclusion: Strengths and Weaknesses of Sport Projects in Italy and Spain
Chiara Corvino presenting, Maza Gaspar, Sanchez Ricardo, Camino Xavier
University of Blanquerna, Spain

**Background:** In recent years, the number of inclusive sport activities has increased, mainly thanks to the recognition by governments and private institutions of sport benefits for disadvantaged people, which has resulted in an increase of funding allocation in this area. In Spain and Italy, the rise in sport projects for social inclusion is a consequence of the growing interest of the European Commission and the local entities to this issue.

**Aims:** The present work provides a critical reflection regarding participatory approaches, with a focus on their presence among sport programs for social inclusion, their limits and opportunities.

**Method:** The current research was carried out in two phases. In the first one, 40 Italian and 40 Spanish sport programs were analyzed with a desk research focusing on the participatory approaches usage. In the second phase, 15 people (7 Italian, 8 Spanish) working in sport programs for social inclusion were interviewed enhancing limits and weaknesses of participatory approaches. The sample included 4 coaches, 6 project managers, 5 social workers. All the interviews were analyzed using a phenomenological approach.

**Results & Conclusions:** We find out that the participatory approach among the 80 sport programs for social inclusion analyzed is not widespread although it guarantees several benefits in terms of social development like the attention to communities’ needs and the enhancement of community empowerment. Interviews analysis figured out that Italy and Spain have different approaches to participation regarding sport programs for social inclusion: Spain seems to be focused on citizens control model instead Italy is centred on partnership model.

Paper 2 - "Play for Change". Some Outputs of the Participative Planning and Evaluation Process
Chiara Corvino presenting, Chiara D'Angelo, Caterina Gozzoli, Daniela Marzana
Università Cattolica del Sacro Cuore, Italy

**Background:** Recent studies show that sport is one of the leisure activities through which it is easier to engage the so called "hard-to-reach youth".

**Aims:** This work aims to showcase the participatory planning and evaluation of a sport program involving at risk children in an Italian metropolitan area from 2014 to 2016.

**Method:** The program involved 113 youths attending multi-sport activities. They were monitored by a multi-professional team (coach, educator and a sport psychologist) in two weekly training sessions and twice/month laboratory activities. Through these activities the program aimed at: developing participants' motivation to sport, growing their sense of self-efficacy; developing the occasion for young boys and girls to create positive relationships with peers and significant adults; creating and implementing a social network starting from the soccer clubs.

**Results:** This work presents how the participative process, including both planning and evaluation activities, can be implemented in the field of sport programs for social inclusion. The participatory process enhanced in this program included five different steps: the participatory planning of the programs aims with involvement of an Italian Football Club Foundation, the Catholic University of Milan and a Social Organization; the creation of a local network with partners involved in the program; the participatory micro-planning of program activities with the involvement of football clubs; the implementation of the program respecting local differences; the participatory evaluation of the program.

**Conclusions:** The research shows how the participative process contributed to redefine the program starting from operators and stakeholders' involvement and critical reflections in monitoring and evaluating activities.
Paper 3 - "Team Work". Efficacy Evaluation of a Project on the Social and Employment Inclusion of NEET-Not (Engaged) in Education, Employment or Training
Sara Alfieri¹, Elena Marta¹ presenting, Vittoria Pugliese², Eleonora Reverberi¹
¹Università Cattolica del Sacro Cuore, Italy, ²Action Aid!, Italy

Background: After Greece, Italy is the second European country with the largest number of NEET (Istat, 2015), for a total of around 14 million young people aged between 15 and 19. Action Aid! proposed a project with the aim of providing soft skills to the young NEET, exploitable within the labour market. This project lasted three months and was based on sport and job training (e.g. mock job interviews, editing CVs, etc.).

Aims: The aim of the present study is the assessment of the project's efficacy. 

Methods: Participants are 11 male NEET (Age Range: 16-24 years). The evaluation was carried out with two different instruments:

a) Semi-structured interviews developed at the end of the project in order to understand the young people's perception of the exploitability of acquired soft skills and the project's strengths and weaknesses;
b) a self-report questionnaire given at both the beginning and the end of the project, in order to outline the differences between the participants' level of Quality of Life, Self-efficacy and Locus of Control.

Results & Conclusions: The interviews' analysis showed a body of very consistent verbalizations organized around 8 categories (e.g. Quality of the horizontal and vertical relations; Expectations and motivations towards the project; Perceptions of the project's efficacy, etc.). In summary, what emerged was the participants' general satisfaction, and their identification of project as a good way to obtain several soft skills. The participants reached different levels of social engagement, however. The questionnaire analysis showed a participant's awareness about the lack of auto-efficacy in problem solving.

Transformative Community Mental Health
Chair: Francesca Esposito, ISPA-IU, Portugal
Discussant: Elena Marta,Università Cattolica del Sacro Cuore, Italy

Theme 1: Community Psychology interventions in Europe – celebrate the diversity and reflect on interventions

The symposium aims to present two research projects developed at the University Institute ISPA (Lisbon), and two interventions implemented by a non-profit community mental health organization (Lisbon).

The theoretical approaches grounding the studies and interventions are the empowerment & recovery focus, the community integration, the collaborative approach, and the capabilities framework - all sharing a common mission of promoting transformation within the mental health system, and demonstrating the relevance of community psychology research and practice.

The projects are focused on how to apply a transformative perspective to respond to severe and persistent social barriers for the population of people with mental health challenges, like social exclusion, segregation, lack of power, self-determination and freedom. Supported education and supported employment services represent an example of community psychology practice, providing individualized and flexible support to assist people with mental health problems to integrate into the community through schools or jobs (Presentation 2). The collaborative perspective is an innovative way of professional intervention to transform traditional roles, and to restore users’ empowerment and decision-making power (Presentation 4). The recovery and capabilities framework are two crucial pillars for community mental health research focusing on individual meanings and choices, in order to better plan and evaluate programs and interventions aimed at foster self-determination, freedom and quality of life (Presentation 1 and 3).

The discussant will coordinate both Q&A and a collective critical reflection discussion on how community psychology frameworks can be used to inform decision makers to transform the social and political responses in mental health.

Paper 1 - Recovery in Mental Illness: Making a Difference Through Transformative Community-Oriented Approach
Maria Fátima Jorge-Monteiro presenting, José Ornelas
ISPA-IU, Portugal

The purpose of this presentation is to discuss the multidimensionality and development of the recovery process in the context of transformative community mental health service system. Our qualitative study with providers from five community mental health organizations showed that the values and belief systems of the organizations affected consistently the providers’ expectations towards recovery. Research also demonstrated that the community-oriented approach made a significant difference transforming attitudes and interventions that foster recovery in mental illness.

Paper 2 - Supported Employment and Education Program as a Pathway to Transformative Change in Community Mental Health
Rita Silva presenting, Luis Sá Fernandes, José Ornelas
AEIPS, Portugal

Transformative change in community mental health implies changes in power relationships between users and different stakeholders at multiple levels, the way they participate in the community life and the changes in the social conditions in which they live in (Nelson, Kloos & Ornelas, 2014). Still there are interventions that focus in ameliorative change, contributing to a similar institutionalization model instead of facilitating users’ community integration. Employment and
education has been recognized as an important element in community integration of people with psychiatric disabilities (Bond et al., 2001; Jorge-Monteiro & Ornelas, 2016). The supported employment and education program promotes users' integration in regular community settings, such as, colleges, universities and the open labour market. This also means returning power back to users regarding decisions that impact their personal lives, in a multilevel intervention that implies a fundamental change in the values and the function of a system. The importance of promoting programs aimed at community integration such as supported employment and education can assist users to live and work in the community as empowered citizens and to reach transformative change in community mental health.

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**Paper 3 - Nussbaum Capabilities Framework for Transformative Community Mental Health**

Beatrice Sacchetto¹ presenting, José Ornelas¹, Maria Manuela Calheiros²

¹ISPA-IU, Portugal, ²ISCTE-IUL, Portugal

The capabilities approach focuses on the exercise of freedom and choice, and presents continuity with the principles and goals of recovery and empowerment in community mental health (Davidson et al., 2009; Hopper, 2007). Self-determination, which recalls the freedom to choose, is the cornerstone of recovery; defining and leading one's life is a critical counterpart to oppressive systems that have dispossessed consumers' rights (Chamberlin, 1978). Similarly, the focus of empowerment theory on individual's power and control (Perkins & Zimmerman, 1995) corresponds to Sen's concept of individual agency (Sen, 2004). Nussbaum proposes a universal list of 10 capabilities with a broad cross-cultural consensus for a worthy human life, but it should be adapted to each context and culture. In this presentation will report advancements of the Capabilities Questionnaire for Community Mental Health (CQ-CMH), adapted from Nussbaum’s capabilities framework and developed previously with consumer collaboration. The questionnaire has undergone a validation study, in order to obtain contextualized capabilities. Content validity was assessed through a collaborative process, involving a panel of 8 consumers, staff members and senior researchers. The resulting shorter version was completed by 332 community mental health consumers sampled throughout Portugal. Factor (PCA) analysis, internal consistency reliability, and test-retest reliability over two weeks (N=33) showed good psychometric properties. Results in terms of capabilities adaptation to the community mental health field will be presented. Contextualized indicators and definitions of capabilities for people with psychiatric disabilities may enhance understanding and change within community the mental health system.

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**Paper 4 - A Collaborative Perspective of Individual Intervention: An Innovative Approach**

Sónia Amaral¹ presenting, José Ornelas²

¹AEIPS, Portugal, ²ISPA-IU, Portugal

The purpose of this presentation is to understand the collaborative approach between users and professionals. The value of collaboration and community empowerment is a new form of relationship with individuals (Nelson, Kloos & Ornelas, 2014). The creation of a collaborative relationship between professionals and users facilitates the connections with the community, and consequently the promotion of individual change. This approach redefines the role of professionals, focusing the intervention on the individual, emphasizing a partnership, in a process that is characterized by mutual learning, sharing of experiences, wisdom and resources. Traditionalist approaches that emphasize professional control, diagnosis, deficits, symptom reduction, or skill training over the years are being replaced by concepts such as social justice, empowerment, community integration, capabilities or recovery. In fact, individuals are not recipients of professional support, but are capable and have a potential for participation and integration into the community. Collaboration between professionals and users establishes an open communication, the use of negotiation mechanisms and the building of a relationship based on trust (Riger, 2001; Trickett & Espino, 2004). Professionals and users work in a process of mutual learning that promotes the development of knowledge and their active involvement or participation in the community, as well as their recovery.
Work-Life Conflict and Social Well-Being: The Role of Local Community
Chair: Fortuna Procentese, University of Naples, Italy
Discussant: Rebecca Lawthom, Manchester Metropolitan University, UK

Theme 3: Protection of the ‘most vulnerable’ - children, young people growing up in ‘austerity’ older people, migrants, etc.

This symposium is aimed at discussing the role of local community networks in enabling coping with work life conflict in different contexts.

There is much research which focuses on the characteristics of bi-directional work-family conflict, namely the interference of Work to Family or Family to Work. There is potential asymmetry between contexts (work interferes with family life, but not vice versa) or reciprocity (the job interferes with family life and vice versa) and differences on how men and women manage commitments and the impact on life choices. Instead, the impact of management from organizational system and local community is not researched enough.

We think that local community and the services and administrative organizations have to consider the impact they have on the choices and social well-being of families and factors originally coming from the outside are then interiorized and justified as ‘legitimate’. There is a need to involve the local community and organization in different kind of support, to support families to cope with job-family role strain, job-family management conflict and to have the good services for children and other caring responsibilities. Thus, the interaction among different parts of the life systems could give a new intervention vision. We argue for a need to explore factors outside the traditional work and family literature that is the role of informal, community levels support and ways in which services are patterned and exist.

Paper 1 - Work-Life Conflict and Social Well-Being: The Role of Family Efficacy
Fabrizio De Carlo presenting, Fortuna Procentese
University of Naples, Italy

Introduction: The complexity of the current Labour Market induce the constant redefinition of its meaning by the people and suggest to reconsider the psychosocial resources of the worker related to life and family, since he/she have to orient his/her expectations to the possibilities offered by the context.

Aim: In the framework of the JD-R Model (Demerouti, Bakker, Nachreiner e Schaufeli, 2001) we assume that Collective Family Efficacy is a strong resource to cope with work-life conflict, strengthening the well-being.

Methods: We conducted a study with 288 workers (77% women), aged between 25 and 55.5 years (M = 40.8, SD = 5.9). L’85.5% turns out to be married or cohabiting, 11.2% are separated / divorced and 2.3% unmarried / single. The questionnaire consists of a first section socio-anagraphic and six other sections in which specific dimensions are investigated: the work-family conflict (Manna, Boursier, Palumbo, 2014) using the Family Management Scale (α 0.91) and the Job-Family Role Strain (α 0.94); Marital Efficacy (α 0.91) and Collective family efficacy (; α 0.94); (Caprara, Regalia, Scabini, Barbaranelli, Bandura 2004); Mental Health Continuum-Short Form (MHC-SF) (Petrillo, Capone, Caso, Keyes, 2013)(0.89); attitudes towards family friendly policies in the workplace (α 0.75) (Procentese, 2016).

Results: We found that Collective Family efficacy is negatively correlated white Job-role strain and Job-family management conflict. Job-role strain mediates the relation between the organizational part of the conflict and social well-being. Collective family self-efficacy moderates the relation between job-role strain and social well-being and fully mediates the relation between marital efficacy and social well-being.

Paper 2 - Living and Working on the Margins: Community Influences in Relation to Work
Rebecca Lawthom presenting, Carolyn Kagan
Manchester Metropolitan University, UK

Work life conflict is often theorised in the literature of organizational, management psychology. This often assumes that these two spheres are uppermost and important. Drawing on recent project work exploring work for more marginalised groups, we explore the important role of community for social wellbeing and work. The aim is to begin to theorise how community is conceptually linked to work-life issues. Working with Chinese undocumented migrant workers in the UK, we worked with a Chinese social enterprise, in order to explore how work was experienced. The decisions to move and where to work were influenced by a wider notion of community, both local and global. Working with disabled people’s organizations and individuals with the label of learning difficulties, we explored the ways in which work opportunities are linked to community membership and resources. The possibility of working (whether voluntary or paid) is related to a complex system of advocacy, capital and place. Both studies used partnership working and elements of coproduction to understand how work, family and community are enmeshed together. Work for people on the margins is normally less theorised but provides a useful lens to explore the influence of community, it its broadest sense. Reflections on partnership working and recommendations for policy are shared.

Paper 3 - Participatory community enterprise: a new way of doing work with inbuilt flexibility
Carolyn Kagan presenting
Manchester Metropolitan University & Steady State Manchester, UK

The community-work-life (family) discourses mostly apply to paid work in formal work organisations and it is through the way that that work is structured and produced that creates dilemmas for integrating work with the rest of life – family, friends, leisure, community activism, creativity, personal development and personal interests. The way that salaried or paid work is structured creates the kinds of communities we live in. At the same time there are large numbers of people...
Paper 1 - Participant Observation and Members Checking by Retrospective Evaluation of Psychological Sense of Community as Defined by McMillan and Chavis
Júlia Halamová presenting, Martin Kanovský
Comenius University in Bratislava, Slovakia

Background: This study is an example of an active participant observation research in the context of building university community garden between university students at Community psychology course. The course consisted of twelve sessions (each lasting four hours).

Aims: In this study, we observed the effect of one semester long intervention aimed at building university community garden as a way of increasing psychological sense of community.

Methods: At the beginning, we created a list of observable behaviours according to the McMillan and Chavis’ theory of psychological sense of community and its four dimensions. During the whole semester, one of the students from the group recorded the frequencies of these behaviours within the whole group of students. In addition, we employed retrospective evaluation of these behaviours prior and at the end of semester by the other members of the groups in order to increase validity of the method by performing members checking.

Results: Comparing to the baseline we observed 18 out of 21 statistically significant differences in retrospective psychological sense of community at the group level. Observable behaviours of members in community with high psychological sense of community were shown to have expected trends. The time series trends of observable behaviours during building sense of community are presented according to the four factors of McMillan and Chavis theory.

Conclusions: We discuss the possibilities of using the list of community observable behaviours to access the level of sense of community from outsider as well as insider points of view in future.
Paper 2 - M-PSOC and the Acculturation Process: A Cross-Cultural Study on Three Different Immigrant Groups

Angela Fedi1 presenting, Terri Mannarini 2, Alessia Rochira 2, Sara Buckingham3, Anne Brodsky3, Silvia Gattino1, Anna Miglietta1, Linsay Emery3, Surbhi Godsay3
1University of Torino, Italy, 2University of Salento, Italy, 3UMBC, USA

Background: The concept of community and the construct of Multiple Psychological Sense of Community (MPSOC) (Brodsky, 2009) can have a heuristic value in the understanding of the acculturation processes. Ethno-cultural groups of immigrants are relational communities based on shared components such as symbols, languages, and history (Sonn & Fisher, 1996). These communities provide identity, social support and opportunities for socialization, and facilitate the psychological and social adaptation of immigrants in the new context (Rivas-Drake, 2012). However, migrants may experience and rely on a wide variety of communities. MPSOC can account for such multiple memberships and shed light on how migrants cope with the acculturation challenges.

Aims: This paper reports part of the findings from a larger U.S./Italian qualitative study of PSOC, immigration and acculturation experiences. Specifically, the findings focus on the role of MPSOC in the acculturation experience of three different ethnic groups settled in Italy (Moroccans and Albanians) and in the U.S. (Latinos).

Method: Qualitative interviews were conducted with first- and second-generation immigrants from these three groups, to explore participants’ definitions of community boundaries, identity, MPSOC, positive and negative experience in immigrant and non-immigrant communities. Interviews were transcribed and coded with an iterative, open template.

Results & Conclusions: A multiplicity of communities of reference emerged, each of which responded to different needs and offered different psychological resources. The relations between multiple communities of belonging and relative PSOCs were explored. The specificities of each group and of the immigration contexts confirmed the need for a situated approach to such multifaceted processes.

Paper 3 - Revitalizing Sense of Community among Marginalized Roma Neighbours: A Multilevel PhotoVoice Initiative

Daniela Miranda presenting, Manuel Garcia-Ramirez
Universidad de Sevilla - CESPYD, Spain

This contribution synthesizes the work done to mobilize Roma neighbours in dignifying their struggle against unjust living conditions in a disenfranchised neighbourhood in Seville, Spain. Roma are the largest Spanish ethnic minority and have an extensive history of discrimination, manifested through the startling differences in health such as infectious diseases, domestic accidents, poor sanitation and nutrition compared to their non-Roma counterparts. This discrimination has established a negative sense of community at multiple levels.

By creating an alternative empowering community setting involving Roma neighbours, community based organizations and public services, a positive sense of community can be fostered. Through a PhotoVoice initiative, Roma neighbours developed critical thinking regarding the connection between health problems and unhealthy structural community conditions. Together with the rest of stakeholders, a shared understanding was raised in a safe, symmetrical environmental on actions to address Roma health inequities. This will result in the transformation of at-risk Roma neighbours into agents of change, moving from a sense of helplessness to empowerment in confronting a negative sense of community.

Paper 4 - Contextual Trust in Urban Environments

Immacolata Di Napoli presenting, Pasquale Dolce
University Federico II, Italy

Social trust is defined as a positive expectation regarding a cooperative behaviour exchange with others (Foddy, Dawes, 2008). Other forms of trust found in more recent literature were: Institutional Trust, that is the people’ judgement whether the institutional performance such as government meets their expectations, (Hetherington 2005; Bachmann 2011; Dejun Tony Kong, 2013) and Political trust directed to governors political legitimacy supposed to develop fair laws and to do “the right thing” (Schneider 2016; Andrè, 2013).

In a community psychology perspective, our study proposed a new construct, contextual trust, and its instrument of assessment.

Therefore contextual trust (Di Napoli, Arcidiacono and Dolce, 2017) was assumed as a composite indicator of the perceptions of the contextual opportunities, namely the attributions for social wellbeing and for personal and collective development to the abilities, the skills, and the performances of inhabitants and local and public administrations (Das and Teng, 2001; Malhotra and Lumineau, 2011) in a current and future time.

The goals of our study were to verify the moderation role of gender, age, civil status, educational level, employment and urban size in predicting Participation based on Contextual Trust. Contextual trust resulted as an accurate indicator to predict community engagement and its role of predictor was moderated by the urban size’s context.
Experiences and Narratives of Border
Chair: José Ornelas, ISPA-University Institute, Portugal
Discussant: Caterina Arcidiacono, Università degli Studi di Napoli Federico II, Italy

Theme 2: What contribution does European Community Psychology make to issues like - inequality, migration, violence and censure?

In the face of increasing control and criminalization of human mobility, a widespread call has been raised, particularly by critical scholars, to hear and understand voices with respect to borders and border crossings. Too often, indeed, these voices have been silenced, while homogenizing constructs, such as 'clandestine aliens', have been used by media and politics to create a 'single story' for most people on the move. Based on these considerations, the symposium focuses on the lived experiences of migrants (currently poorly understood) but also on the experiences of those working with them, like researchers, community advocates, which has even been less explored in current literature. Three of the contributions present the arbitrary realities of detainment in different national contexts (i.e., Italy, Portugal, Spain and United Kingdom), while the other two analyse the pre- and post-migration experiences of individuals and families arriving to Italy and to the United States to seek asylum. All the contributions adopt a narrative approach informed by a feminist epistemology. Disrupting the conventions of positivism, they incorporate an idea of research as an embodied experience, thus making use of reflexivity as a tool to construct socially conscious and critical knowledge. Ultimately the intent of the symposium is to initiate a dialogue, within community psychology, about the challenges of engaging with contexts of mobility and border control. Further, it wishes to contribute to fostering a reflexive community psychology practice incorporating feminist goals.

Paper 1 - Immigration Detention in Portugal and Italy: A Reflexive Analysis of the Field
Francesca Esposito presenting, José Ornelas, Caterina Arcidiacono
1ISPA-University Institute, Portugal, 2Università degli Studi di Napoli Federico II, Italy

Background: Detention is proliferating as a governmental responses to human mobility in a global scenario are characterized by an increasing criminalization of migration, and concerns for homeland security. Although much evidence has been provided about the negative impact of detention on detainees’ mental health (e.g., Coffey et al., 2010; Robjant et al., 2009; Steel et al., 2011), we still know relatively little about the life in these sites of confinement and the experiences of the people inside them (Bosworth, 2014).

Aims: Based on three years of ethnographic participation in two separate immigration detention centres (in Italy and in Portugal), in this contribution we report on life inside these sites of confinement and the lived experiences of people within them.

Methods: Data presented were collected through participant observations and interviews with service providers and detained migrants. Our research is informed by a critical feminist approach based on an ongoing questioning of the positionality of researchers. Such a reflexive engagement in the research experience is used as a tool to create emancipatory knowledge and space for marginalized voices to emerge.

Results: Results shed light on how detained migrants as well as professionals struggle to cope with such a constraining environment and give meaning to their experiences.

Conclusions: Power versus powerlessness, sameness versus otherness, insider versus outsider are some of the ‘guide-lines’ for the telling of this story. A story which also incorporates researcher’s feelings and emotions to understand, direct, analyse and interpret data coming from the field.

Paper 2 - Social Identities and Narratives Inside UK Immigration Detention
Blerina Kellezi
Nottingham Trent University, UK

Background: Over 30,000 foreign nationals are detained yearly in 10 British Immigration Removal Centres (IRCs). Britain has no upper-limit on length of detention, which combined with uncertainty of legal outcome makes detention very distressing. Detainees come from many nations, backgrounds and migration pathways and experience detention as a place of isolation and rejection. There is no systematic research into how existing identities (motherhood, professional) and newly created identities inside detention help shape experiences and narratives inside detention and in the aftermath.

Aims: This study, completed with the permission of UKBA, investigated the role of social identities on the experience of detention, and development and renegotiation of narratives whilst in confinement.

Method: Interviews and ethnographic observations were used in this study given its exploratory nature and diversity of population. An opportunity sample of 50 men and women from two IRCs (Yarl’s Wood and Morton Hall), were interviewed on topics like experiences and understanding of detention, interpersonal and group relationships, identity, and well-being.

Results: Newly developed and existing identities shaped the experience of detention on several fronts including meaning given to the experience, trust building, and dealing with threat and fear.

Conclusions: Newly created identities helped shape the narrative of their experiences which was required for challenging their case. On the other hand, existing identities helped create narratives which were personally meaningful and essential to successfully manage the experience of detention, establish relationships with others. The researcher herself, was influenced by her own identities throughout the research process.
Paper 3 - Land of Care Seeking. Pre- and Post-Migration Experiences in Asylum-Seekers’ Narratives
Giorgia Margherita, Francesca Tessitore presenting
University of Naples Federico II, Italy

**Background:** During 2016, the arrival in Europe of thousands of asylum-seekers throws in crisis the certainties on which our continent has built his common identity. In Italy, to deal with huge numbers of arrivals, Temporary Asylum-Seekers’ Shelters were opened. Born as an emergency solution, nowadays these centres represent the ordinary system on which around 80% of Italian hospitality is based. Researches in the field of refugees and asylum-seekers are mainly focused on their increased risk of psychological distress and psychopathology of forced migrants (Steel et al., 2009; Fazel et al., 2005; Mollica et al., 1998a, 1998b), but the adverse effects of trauma are also compounded by different post-migration stressors, including living difficulties, unemployment, discrimination (Porter & Haslam, 2005).

**Aim:** The study aims to explore the representations of pre- and post-migration experience of 20 North African asylum-seekers hosted in Italian Asylum-Seekers’ Shelters.

**Method:** In depth interviews were administered and analysed by the software T-LAB (Lancia, 2004).

**Results:** The analysis of the interviews showed 4 thematic clusters: From death to life across the sea; Land of care; A godforsaken place; Memories from the past.

**Conclusion:** We have considered the narrative tool as an important method to analyse asylum-seekers’ needs, requirements and experiences. Cumulative traumatic experiences and an ambivalent view of Italy and of the shelters emerged from narratives. According to us, understanding the way in which asylum-seekers represent their present experience could allow to plan efficient intervention projects and to improve the hospitality politics.

Paper 4 - A Reflexive Account of my Experiences as Researcher and as Community Advocate in Migrant Detention Centres
Silvia Scirocchi presenting
Sapienza University of Rome, Italy

My experience with migrant detention started in 2016, when I joined a research project on life inside the detention unit of Oporto (Portugal), the Unidade Habitacional de Santo António. Deeply shaken emotionally by this experience, I emigrated to Madrid (Spain), where I decided to start working as a community advocate in the local migrant detention centre, the CIE (Centro de Internamiento de Extranjeros) of Aluche. In this contribution, I speak about my own experience within the two detention centres, using reflexivity as a tool to develop a critical knowledge about these sites of confinement. In particular, I explore the ways in which my identity as an Italian, White, woman, young professional, privileged migrant, as well as my values as a feminist community psychologist, shaped my research and work. I also discuss how hierarchies of power have moulded and challenged the relationships between me and different actors I met within the detention sites (e.g., detainees, colleagues, security personnel and police officers). Trust and mistrust, sameness and otherness, solidarity and indifference, friendship and hostility, were tensions constantly navigated in such relationships. Overall, the purpose of this contribution is to share my emotions, feelings, and struggles in a critical reflection on the two detention realities I directly experienced. Finally, I would like to promote a discussion on the boundaries between theory and practice, academia and activism.

Paper 5 - Building an Humanitarian Response to Asylum Seeking Mothers and Children
Emilia Bianco presenting
Boston College, Boston, U.S. Virgin Islands

On a hot day during the summer of 2016, Fundacion Raices from Texas conveyed a workshop at the Unitarian church in Brookline, Massachusetts. The invitation has been spreading informally by e-mails, phone calls and word of mouth. Under the dim colorful lights of vitraux, practitioners from non-profits, parishioners, researchers and students gathered to hear the news from Raices. A group of 120 women with children were arriving to Boston after being released from family detention centers at the borders. We heard about the human rights abuses they had endured before, during and after their migratory journeys, and about the inadequate responses the US government was giving to them considering that many had grounds to apply for asylum under international laws. A question was raised: what are we going to do as a community to welcome and support them in the face of inadequate protections? After this workshop, a smaller group, which included the presenter, developed and implemented a response. This presentation focuses on the experiences and challenges of the women resettling in MA and of this self-organized group accompanying them. The presenter, apart from being a volunteer on this initiative, is a doctoral candidate researching the post-migration experiences of asylum seeking women. She will reflect on the ethical dilemmas of conducting research in the context of an initiative that provides other supports to the women. She will also reflect on her positionality as a Latino migrant herself struggling for access and integration in a context of anti-immigration rhetoric and actions.