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Editorial

We are delighted to present this Special Issue, which publishes the Conference Proceedings of the 8th International Conference on Community Psychology, which was held virtually from Melbourne, Australia on the 11-13th November 2020.

The theme of the conference was "Fostering and Sustaining Solidarities: Communities, Activism, Knowledges and Environments". The conference sought to celebrate and interrogate the ways solidarities are fostered and sustained within community contexts, across borders and boundaries, digital and non-digital spaces, and through processes of knowledge production. It sought to give a critical platform to the ideas and work emerging from coalitions with practitioners, artists, educators, activists, and diverse communities. It was interested in exploring and showcasing scholarship, activism, practice, and critical scholarly engagement, from around the world that seeks to bring about sustainability, inclusivity, and wellbeing for all.

The conference began forming three years ago, as we prepared to travel to the 7th Conference in Chile, towards the end of 2018, and present our bid to host. Right after that time surges of political activism and protests swept through Chile and other South American countries, as at the same time government violence and injustice deepened, and events such as Brazil electing Bolsonaro occurred. American politics, Donald Trump, the insanity of Brexit continued through 2019, Amazon rainforest fires, protests in Hong Kong. For all the evidence that authoritarianism is rising, millions of people continued to risk their lives with the aim of making governments responsive to their wishes.

In the middle of 2019, we had over 350 abstract submissions to the conference. What struck us most about the submissions are the extent to which they represent grassroots and activist works and promote passionate social justice work with peoples. They are very inspiring, very powerful examples of work which are undoubtedly finding ways to make a difference in the face of barriers and boundaries of governments, institutions and systems.

Then of course 2020 happened. In January, in Australia the fires burnt an estimated 46 million acres. We grieved the loss of an estimated three billion animals and some endangered species were believed to be driven to extinction. The pandemic of course has since then dominated all our lives, creating a shared situation for humans of the entire planet, albeit one which has not been shared equally in any manner. The injustices, violences and inequalities were already being experienced unequally and so this pandemic deepened issues that were already present, caused a deepening of misery for many, and perhaps also made these issues more visible to privileged people than they were before. The uprisings relating to Black lives matter and other political movements also grew that year - that risking of lives to make governments responsive to wishes is still very much alive.

We therefore had to cancel the face to face version of the conference which was due to take place June 2020. Many expressed to us how much they were looking forward to coming, and to visiting Australia. We moved ahead to hold the conference virtually instead – many of us meeting from our homes, surrounded by difficulties of many kinds. It felt very surreal and emotional to be meeting together but to be isolated at the same time. Having said that, the privilege that comes with being able to travel to a conference was thrown into question. We wanted, when we decided to move online, to create an opportunity for people to be able to attend that would not normally be able to attend, and we thought it was in some

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small ways an opportunity to disrupt some of the problematic and excluding processes that come with holding a conference.

The Conference Proceedings includes all the abstracts that were accepted to the face to face June 2020 conference that was unable to proceed – this is a greater number than were able to present at the virtual event, but does include all those virtual presenters. All authors gave permission at time of submission for abstracts to be published. All abstracts were blind peer reviewed by respected community psychology peers and we would like to take the opportunity to thank those reviewers. Abstracts are ordered by type: Book Presentations; Creative and Artistic; Symposia; Roundtable Presentations; Open Oral Presentations; Ignite Presentations; and Poster Presentations. Each abstract lists the authors, and the organisation and country the first author submitted from. This allows readers to search for organisations, countries, authors, and of course keywords that relate to work which was conducted. We have not provided contact details, but we do encourage readers to seek out people who may be doing work that interests you – there is a wealth of work represented in these proceedings.

Acknowledgements

We would like to thank Heather Gridley and Romana Morda who helped in the large task of editing this Conference Proceedings. Sam Keast at Victoria University did an enormous amount of work as Conference Secretariat in all aspects of the conference. We would also like to thank the team at the Australian Psychological Society, particularly Awhina Reihana and Melanie Wilson who did so much work at the beginning of the administering of the conference. Emma Scott, Eden Benoit and their team at Victoria University Events then took up that work and performed miracles transforming the face-to-face plans into such a well run virtual conference. Finally, we would like to thank the local organising committee, the international scientific advisory committee and the reviewers who all worked hard and provided valuable expertise (committee names are listed at the end of these proceedings).

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8th International Conference of Community Psychology

FOSTERING AND SUSTAINING SOLIDARITIES

Melbourne, Australia, 2020

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CONFERENCE THEME

FOSTERING AND SUSTAINING SOLIDARITIES: COMMUNITIES, ACTIVISM, KNOWLEDGES, AND ENVIRONMENTS

ICCP2020 buillt on previous conferences and was based in Melbourne and the broader Asia-Pacific region. This location was originally and continues to be home to many Aboriginal communities. The Western suburbs of Melbourne have distinctive cultural, economic, and socio-political histories, weaved from successive waves of migration. These histories are continually transformed through various processes related to globalisation, migration, and dynamics of community and place making. Often celebrated for its cultural diversity, the location is also marked by high levels of inequality that are exacerbated by processes of de-industrialisation, urban renewal and gentrification. We are attendant to consequences for the health and wellbeing for differently positioned communities of people. Within this context, with such complex and diverse social and cultural history, there can be found extraordinary examples of creativity, communality, survival and solidarity. This conference sought to celebrate and interrogate the ways solidarities are fostered and sustained within community contexts, across borders and boundaries, digital and non-digital spaces, and through process of knowledge production. The conference sought to give a critical platform to the ideas and work emerging from coalitions with practitioners, artists, educators, activists, and diverse communities. We are interested in exploring and showcasing scholarship, activism, practice, and critical scholarly engagement, from around the world that seeks to bring about sustainability, inclusivity, and wellbeing for all.

SUB THEMES FOR THE CONFERENCE

Knowledges for sustainable futures

Promoting theories and approaches from the global south to ensure inclusion and wellbeing. This theme sought to engage with critical theories and ways of working that have been produced in various countries and contexts, often referred to as the global south. The theme responded to the 'decolonial turn', intersectional feminist theory, critical race scholarship, and indigenous knowledges around the world, and sought to understand how these can advance community research and action towards its goals of liberation, community and wellness.

Creating inclusive cultures and healthy communities

This theme sought to examine various forms of practice across different levels of analysis aimed at creating inclusive cultures and healthy communities. We are interested in exploring the various modalities of individual, community and social change aimed at addressing inequity and its deleterious effects in local and global contexts. Examples of these modalities can include technology and digitally mediated communities, arts informed methodologies, embodied practice, storytelling and oral history. How do various actors, through their practice, challenge oppression, marginalisation and social exclusion, and foster processes of reclamation, renewal and healing? What are the diverse critical epistemological and methodological tools and ethical foundations of these endeavours?

Working the boundaries

This theme sought to engage with the politics of knowledge production and translation at the interface of different communities of practice. This includes the links between and within universities/communities/community organisations/governments. It explored how agencies, communities, educators, researchers and practitioners negotiate dynamics of power, deal with challenges of translation from policy and practice, and how they create transdisciplinary alliances. At a more micro-level this theme was also concerned with enacting cultural safety through critical reflexivity and asked, how do people work proactively and in empowering ways with differently positioned communities to foster communality, interconnectedness and liberation?

Global dynamics in local expressions

This theme encouraged conversations that address the unique localised impacts of broader, socio-political, economic and migration dynamics and ideologies that are giving rise to new and renewed local expressions of (dis)advantage and privilege. In addition, it sought to examine the ways in which communities, practitioners, and researchers are forming creative alliances to counteract dominant narratives and ideologies, and to create spaces and places of belonging and wellbeing.

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Book Presentations

Decolonial Feminist Community Psychology.
Boonzaier, F. (University of Cape Town, South Africa), Lutfiye Ali, L., Cornell, J., Malherbe, N., Matutu, N., Kessi, S., Shefer, T., Távara, G., & Suffla. S.

We present a recently published book, Decolonial Feminist Community Psychology (Springer, 2019). The edited volume critically engages with the diversity of feminist and decolonial theory to counter hegemonic Western knowledge in mainstream community psychology. In doing so, it situates paradigms of thought and representation that capture the lived experiences of those in the global South. The book takes an intersectional approach towards its reshaping of community psychology, centering African, black, postcolonial, and decolonial feminist critiques in its 1) critique of existing hegemonic Euro-American community psychology concepts, theories, and practice; 2) proposal of new feminist, indigenous, and decolonial methodological approaches; and 3) real-life examples of engagement, research, dialogue and reflexive qualitative psychology practice. The book includes an agenda for theorization and research for future practice in postcolonial contexts.

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New Ideas for New Times: A Handbook of Clinical and Community Psychologies.
Zoli, A (University of Brighton, United Kingdom).

The mode of community psychology and critical psychology developed in many countries has openly manifested social transformation as the ultimate goal but what is not clear is the way in which that goal is to be obtained, for so far there are few methods explicitly formulated with that task in mind. This text explores and documents practices of international community and clinical psychologies that have been developed to exist as alternative ways to challenge recent global political and economic changes and their associated mental health ideologies. The UK and other Western countries are far from unique in this institutionalised individualistic approach. Latin America shares with these countries the dominance of individualistic mainstream deficit models (Montero & Diaz, 2007). In both Argentina and Uruguay, training at psychology schools has been mainly modelled on the clinical approach to mental disease (Saforcada et al., 2007). In Cameroon there has been difficulty "transcending mainstream psychology's primary focus on an individual level of analysis" (Nsamenang et al., 2007, p.394). Moreover, psychology in India has been characterised by significant borrowing of theories from the West and has remained largely an academic discipline where research is conducted within laboratories (Bhatia & Sethi, 2007). The book includes a range of ground-breaking, radical and liberatory clinical and critical community psychology projects that seek out and showcase radical and innovative practice wherever it may reside. Chapters do not seek to feature the 'typically' renowned scholars in the field (although they may); rather the focus is on the introduction of new trajectories, projects and practices which point a way forward for future students and practitioners who will be increasingly required to develop a range of innovative approaches to tackle head-on the increasing prevalence of mental ill-health in the context of structural inequalities.

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Creative and Artistic

Applied Theater as a Critical Device for Community Psychology: a rehearsal of revolution.
Fernández Carrasco, R., & Carmona Monferrer, M.

What's Your Gamble? Performance by Three Sides of the Coin project.
Avisar, J., & Simmonds, C.

Story-sharing Through our Strengths and Passions: Why we Fought for Northlands School.
Thorpe, L., & Land, C.

Movilizaciones Sociales Creativas: Arte Político y Protesta Alternativa en Puerto Rico.
Maldonado-Peña, Y., & Martínez-Torres, E.

Aboriginal Woman and White Woman Talking: Performing Epistemic Disobedience in Research Ethics.
Dzidic, P., & Downing, M.

Proclaiming Our Roots – Indigenous-Black Digital Storytelling on Turtle Island.
Wilson, C., & Beals, A.

Posters, Cartoons, Caricatures and Social Action: Creating Art for Social Protest.
Smith, M.

Academic Solidarity or Academic Hazing? Insights from Minority Doctoral Students Through Photovoice.
Perez, D.

Community-Led Prevention of Violence Against Women in CALD communities #iampartofthechange.
Lobwein, W.

Working with the Entertainment Industry/The Show Must Go On.
Fisher, A., van den Eynde, J., & Sonn, C.

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Applied Theater as a Critical Device for Community Psychology: a rehearsal of revolution.

Fernández Carrasco, R. (University of Barcelona, Spain), & Carmona Monferrer, M.

Drama as a powerful performative device has been linked with applied psychology since nearly the beginning of psychology as a science. Moreno's contributions open up the use of drama as a mean for personal and social change. Community psychology's agenda is committed with transformative change within different levels. What about using applied drama to envisage transformative changes within micro level interactions that impact to macro level structural oppressive systems? This creative action aims to explore how drama-based workshops can achieve significant awareness and emotions aligned to a transformative agenda among participants.

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What's Your Gamble? Performance by Three Sides of the Coin project.

Avisar, J. (Link Health and Community, Australia), & Simmonds, C.

Three Sides of the Coin project places people with lived experience of gambling harm as advocates for social change. As knowledge-holders and 'experts by experience', their stories are woven into theatrical performances to ignite discussions about gambling in our communities. Three Sides of the Coin project reflects the conference themes: 1. Creating inclusive and healthy communities – by benefitting participants both personally in their recovery journey and empowering them to be advocates for social change. Participating in the arts helps reduce social isolation, strengthens community connection and builds self-esteem, and can also powerfully influence community's awareness, attitudes and behaviour. 2. Transdisciplinary alliances – the performance highlights the intersections between gambling, mental health, alcohol, drugs, and family violence, breaking through these artificial boundaries, impacting professional practice as well as framing gambling as a public health issue. At this conference, Three Sides of the Coin project will present a potent authentic performance by people who have lived experience of gambling harm. The performers know gambling from the inside, and have the courage to overcome shame in order to share their painful experiences, both of gambling and being affected by a loved one's gambling. Learn more about Three Sides of the Coin project and watch our 20min documentary here: http://www.linkhc.org.au/three-sides-of-the-coin/

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Story-sharing Through our Strengths and Passions: Why we Fought for Northlands School.

Thorpe, L. (Victoria University, Australia), & Land, C.

This creative presentation will express our process and creativity in developing a story-sharing exhibition that will take place in 2021. The exhibition is being developed with, for and about a community of Aboriginal and non-Aboriginal people in the northern suburbs of Melbourne that has connected with Aboriginal cultural and political strengths to survive in the face of numerous episodes of structural violence. It is centred on a State school, Northland Secondary College, which was selected for closure by the Victorian Government as part of widespread funding cutbacks in the early 1990s. The presentation and exhibition are part of a strong, culturally-relevant, critically-informed process that Lyn and Clare are conducting in a project instigated by historian and community member Professor Gary Foley to revisit the experiences of the Northlands Campaign Community and to surface meanings and connections that run through the community's past, present and future. We are weaving the ICCP conference into our process, using the conference presentation as the initial focus for a collective artwork that we are starting to develop. The work will be shared into the 2021 exhibition, and the exhibition iterated into further creative works including a documentary film and performance (music, theatre and dance). We express this a story-sharing process, in reference to the 8-ways pedagogy. This is a framework that validates the cultural standpoint from which Lyn has developed and conducted her work as an educator, artist and community cultural development worker in Melbourne and Shepparton over the last several decades. The creative methods we are using embed Aboriginal Arts-orientated practices through culturally creative processes that were a key part of the successful pedagogy in place at Northlands before it was closed.

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Movilizaciones Sociales Creativas: Arte Político y Protesta Alternativa en Puerto Rico.
Maldonado-Peña, Y. (University of Puerto Rico, Puerto Rico), & Martínez-Torres, E.

En 2019, Puerto Rico fue escenario de múltiples modalidades creativas de protesta generadas por grupos diversos (ej. feministas, LGBTTQIA, artistas, gremios profesionales, sectores religiosos). Tales manifestaciones se llevaron a cabo tanto en el espacio público, como en el espacio virtual. Este ambiente de protesta explotó ante la indignación del pueblo al filtrarse el contenido del Telegram Gate Chat (en el que el Gobernador y miembros de su gabinete discutían estrategias de manipulación política, burlas sobre la crisis post-huracán María y bromas de carácter misógino). Luego del periodo de crisis post-huracán, se desarrolló en la isla un nuevo sentido de comunidad, que se reactivó al conocer el contenido del Chat. Aprovechando la idoneidad del arte para la expresión colectiva y su inherente capacidad para la denuncia política, el país se desbordó en múltiples manifestaciones artísticas que fueron desde artes escénicas y visuales hasta performances subversivos (ej. Cacerola Girl, Perreo Combativo). Asimismo, otros sectores del país se unieron a esta "lucha histórico-creativa" desde sus respectivos intereses/talentos, generando así estrategias alternativas de protesta (ej. deportes, cacerolazos). El uso contestatario de las redes sociales (memes, canciones, sátiras) también se convirtió en alternativa de protesta al fungir como mecanismo para convocar, movilizar y dirigir las masas. Mediante esta presentación en formato audiovisual expondremos una síntesis de los eventos sociopolíticos ocurridos durante esta lucha. Elaboraremos un análisis sobre el rol político del arte durante estas manifestaciones, su capacidad para la educación popular y movilización de sectores diversos. Asimismo, discutiremos el rol de los/as artistas que internacionalizaron la protesta haciendo eco y presión política alrededor del reclamo #rickyrenuncia mediante sus plataformas. Finalmente, pretendemos provocar un diálogo reflexivo sobre cómo las manifestaciones artísticas y el uso de la creatividad asumen un rol clave en la denuncia sobre la crisis de la democracia en el contexto local y global.

Creative social mobilizations: Political art and alternative protest in Puerto Rico

In 2019, Puerto Rico was the scenario of multiple creative modalities of protest generated by diverse groups (e.g. feminists, LGBTTQIA, artists, professional associations, religious sectors). Such manifestations were carried on in public as well as virtual spaces. This social climate of protest occurred due to the peoples' indignation with the filtering of the content of the Telegram Gate Chat (in which the Governor and cabinet members discussed strategies of political manipulation, and mockeries about the post-hurricane María crisis and mysoginist jokes were expressed). After the period of post-hurricane crisis, a new sense of community evolved in the island that was re-activated by the contents of the Chat. Taking adavantage of the art's suitability for collective expresion and its inherent capacity for political denunciation, the country overflowed in multiple artistic manifestations that ranged from scenic to visual arts to subversive performances (e.g. Casserole Girl/Cacerola Girl, Combative Dog Dance/Perreo Combativo). Likewise, other sectors of the country joined this "historic-creative struggle"/ "lucha histórico-creativa" from their respective interests/talents, generating alternative protest strategies (e.g. sports, cacerolazos). The contested use of social networks (memes, songs/canciones, satires/sátiras) also converted into an alternative protest serving as convocation, mobilization, and mass-leadership mechanism. Through this audio-vidual presentation we will provide a synthesis of the sociopolitical events that ocurred during this struggle. We elaborate on an analysis of the political role of art during these manifestations, their capacity for popular education, and mobilization of the diverse sectors.

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Likewise, we will discuss the role of the artists who internationalised the protest, echoing and applying political pressure arround the demand #rickyrenuncia through its plataforms. Finally, we intend to incite reflexive dialogue about how artistic manifestations and the use of creativity take a key role in denouncing the crisis of democracy in the local and global context.

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Aboriginal Woman and White Woman Talking: Performing Epistemic Disobedience in Research Ethics.

Dzidic, P. (Curtin University, Australia), & Downing, M.

Since May of 2018, an Aboriginal ethicist (Mandy) and a white researcher (Peta) have been engaging in critical discussion regarding the structural violence and white fragility that protects the coloniser-researcher through the ethics approval process within higher education. The discussion began when a number of Peta's research projects were triaged for elevation from low risk to high risk review. Until the projects had been reviewed by Mandy, who offered an Indigenous standpoint, the projects that concerned topics of Indigenous interest were not considered by white research office staff to warrant HREC review. The focus of this presentation is to deconstruct the nuance of the initial phone call between Mandy and Peta, when Mandy conveyed the news that the projects were not low risk. This first exchange between two strangers conveys a collision between cultural standpoints; depicting the burden experienced by Mandy to be the 'bearer of bad news' while simultaneously endeavouring to meet conflicting cultural and institutional expectations. Further, Mandy's endeavours occurred within an institutional context that sympathised with the coloniser-researcher that until then effectively cradled Peta's white fragility. Neither Mandy nor Peta are actors, but the startling difference in how the conversation could have played out is (we hope) best depicted via performance. Three versions of this first telephone conversation between Mandy and Peta will be conveyed; one where institutional expectations are upheld, another where cultural responsibilities are honoured, and a third illustrating Mandy's decision to facilitate the phone call through engaging in epistemic disobedience. Following this, Mandy and Peta will facilitate reflexive discussion with those in attendance. Through collectively deconstructing the nuances between the Aboriginal woman and the white woman who were talking, we aim to illustrate the violence that is embedded in procedural ethics.

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Proclaiming Our Roots – Indigenous-Black Digital Storytelling on Turtle Island.
Wilson, C. (Wilfrid Laurier University, Canada), & Beals, A.

We are submitting the digital oral stories of Indigenous-Black community members in Toronto, Ontario and Halifax, Nova Scotia, Canada, created during the Proclaiming Our Roots (POR) workshops in 2017 & 2018. "Indigenous-Black" recognizes Peoples of mixed Indigenous (First Nations, Métis, Inuit) heritage and African diasporic descent (African, Caribbean, and Black - Canadian). In revealing historical erasure as a form of colonization, we emphasize that though the histories and experiences of Indigenous-Black communities are not acknowledged in the Canadian consciousness, we have existed in settler-Canada for over 400 years. We live and suffer the legacy of colonization as a People with marginalized dual-identities, but we are not recognized as bona-fide members of Canadian society. These stories bring to light the realities of Indigenous-Black identity at a time of Truth and Reconciliation. In the POR project, our work is guided by the arts-informed approach of digital storytelling. Digital storytelling is a form of oral history transmission. Like many narrative processes, it can be a decolonizing movement for community members and communities alike. It promotes transformation and empowerment, and we utilized it as a form of resistance and as a disrupter of hegemonic revisionist settler-Canadian history within a critical analysis. We regard the creation of these videos as a process for activism, assisting community members in telling their stories, and to have control of the stories told. These stories, knowledges, and experiences will be readily available and accessible for future generations. They are transformative in nature. They reverse the colonial gaze on Indigenous-Black communities. Link: https://www.proclaimingourroots.com/partners

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Posters, Cartoons, Caricatures and Social Action: Creating Art for Social Protest.
Smith, M. (Mental Health Review Tribunal, Australia).

Visual images are powerful ways of communicating ideas, constructs and demands for change. Communication of research findings, ideas, discussion points can be more powerfully presented using artistic methods. This presentation will include images, cartoons, caricatures and posters that have been part of historical and contemporary changes in social policy and change. This will be a workshop presentation giving participants the opportunity to create their own cartoons and other visual presentations of their ideas. Paper and art materials will be provided to participants to create their own cartoons, caricatures and art to illustrate their own social action projects.

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Academic Solidarity or Academic Hazing? Insights from Minority Doctoral Students Through Photovoice.

Perez, D. (University of Miami, United States).

Higher education has been long considered a hallmark of social mobility among minority students who live in poverty. However, research has reported continued barriers for retention and much needed supports for these students to successfully graduate from predominantly white institutions. Doctoral students of color entering colleges and universities that were originally designed for the social elite, have an academic experience that would reflect theories of social exclusion. Often, minority doctoral students experience traumatic interactions with their institutions, and unfair structures, that perpetuate societal constraints and limit their mobility. Utilizing Photovoice as a research tool, minority doctoral students reflect on their experiences in their doctoral programs and use photos as a catalyst to engage the academic community in a discussion around their experiences and how academic gatekeepers can help to foster solidarity and supports for the next generation of scholars and activists. After the photographs are taken, this creative session will invite the extended community of scholars through an exhibition of these photos. The session will serve as a forum to reflect on the strengths and challenges of these students. The photographs serve as an artistic technique to express desired changes and allow a community of scholars to discuss ways in which academic institutions can begin effecting these changes. Critical race theory provides a framework in support of these counter-narrative photos to be explored and discussed in settings that are typical to academic elites who have the power to implement changes within their institutions and ultimately help to mitigate the disparity of student success and social mobility of minority doctoral students.

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Community-Led Prevention of Violence Against Women in CALD communities #iampartofthechange.

Lobwein, W. (AMES Australia, Australia).

AMES Australia is a leading Australian multicultural organisation, providing services of education, settlement and employment to approximately 30,000 newly arrived refugees and migrants each year. AMES Australia joined with Federal and State governments to implement the recommendations and action strategies of Australia's National plan to prevent violence against women and their children 2010–2022 and the Royal Commission into Family Violence (Vic 2016). Over the past four decades, Australia has seen rapid development in its management of violence against women and their children, with emphasis on improving recognition, response and intervention of service provision in the prevention of violence against women (PVAW), however prevalence of this violence has remained static.Australia has become a global leader in developing and trialling activities in the primary prevention of violence against women by addressing root causes of violence as a preventative strategy. These strategies have largely been targeted toward the general community with limited tailoring of these strategies to ensure relevance to culturally and linguistically diverse (CALD) community members. Whilst CALD communities are affected by the same risk factors for violence as experienced by the general community, AMES has identified additional vulnerabilities for refugee and migrant women, has developed a prevention of violence program to address the many complex factors including:

- women's position in communities and families where social and cultural norms are not necessarily informed by notions of human rights and equality
- past experiences of gendered and widespread community violence in countries of origin and through the transition process
- overwhelming demands placed on settlement communities and families
- women's experience of poverty, isolation and dislocation from traditional support mechanisms
- integration into a new social context where traditional social norms are eroded by exposure to new societal norms such as the widespread accessibility of pornography

This presentation articulates the landscape in which AMES Australia's "Prevention of Violence against Women in Culturally and Linguistically Diverse Communities Leadership Course" developed. The course is based on the understanding that violence against women is rooted in gender inequality, discrimination and harmful cultural and social norms and that culture is neither a fixed nor an inherent feature of individuals or groups, but is shaped and therefore can be changed by social and economic forces. Course participants, equipped with evidence-based data and leadership skills, use their unique experiences and skills to develop this material in ways that are creative and engaging to create awareness shifts for their communities. The musical "A fatally flawed love story" showcases the pressures on gender roles during settlement in a new country. As an audience member expressed after the opening production, "this isn't a musical, this is my life".

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Working with the Entertainment Industry/The Show Must Go On.
Fisher, A. (Victoria University, Australia), van den Eynde, J., & Sonn, C.

This creative session will incorporate a discussion related to the research but be anchored by the screening of a documentary that has been informed by it and with which the researchers were actively engaged. As psychological researchers, we are trained in a culture to be impartial discoverers and reporters of knowledge. Our outputs are focussed on professional reports, refereed articles, conference presentations, policy recommendations, and the possible design of programmes to be delivered. In this session, we will discuss working with the entertainment industry on a project commissioned to examine issues around mental health, particularly suicide. Findings showed significantly higher rates of suicidality, with depression and anxiety symptomatology many times higher than the general population, sleep was much poorer, and social support and connections were frayed. A more interesting element of the presentation was the challenges of working with a totally different culture and set of expectations and outputs. As shown in the research, the place of identity as an entertainer and the centrality of the emotional life, as well as the nature of the outputs, were at odds with our training and experiences.

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Workshops

Community-Based Participatory Research: Conceptual Foundations, Methods, Exemplars, and Ethical Issues.
Suarez-Balcazar, Y., Balcazar, F., Velasquez, T., Arcidiacono, C., Garcia-Ramirez, M., & Miranda, D.

Dramatherapy's Multimodal Approach to Therapy for Young People with Intellectual Disability.
Musicka-Williams, A.

Gathering the Gold: Exploring Community Resources Through Story Enactment.
Ercole, M.

Evaluating Community Coalitions for Equity and Justice.
Wolfe, S.

Before we Move in, What's Your Name: The Intimate Discussion of Race.
Pomerantz, S., Maxey, D., Lam, S., Covarrubias, C., & Mitchell, S.

Making the Invisible Visible: A US Nonprofit Network Grounded by Indigenous Values.
Comenote, J.

Play and Arts-focused Active Methods: Enhancing the Capacity to Respond.
Meyer, K.

Sisters & Brothers: Creative Reflexivity.
Canas, T.

Structured Peer Group Supervision for Community Working.
Zoli, A., & Akhurst, J.

Theater and Martial Arts: A Weapon for Liberation.
Cacnio, G., & Dino, C.

Café Psychologique: Improving Relationships Between Clinical and Community Psychology.
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How Can we Effectively Support Parents of Suicidal Kids?
O'Grady, L.

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Doing Ethical Research Together: A Communitarian Toolkit for Ethical Research Beyond Borders.
Reid, C., & Calia, C.

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Sharing our Solastagia Together: Building Resilience for our Work that Lies Ahead.
Butterworth, I., Heise, A., Howard, M., & Hill, A.

Littering Disrespects International Boundaries: Fostering Collaboration is Key for Thriving Clean Places.
Curnow, R.

The Woolly Mammoth in the Room: Violent Men with Trauma Histories.
Streker, P.

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Community-Based Participatory Research: Conceptual Foundations, Methods, Exemplars, and Ethical Issues.

Suarez-Balcazar, Y. (University of Illinois At Chicago, United States), Balcazar, F., Velasquez, T., Arcidiacono, C., Garcia-Ramirez, M., & Miranda, D.

Community-based participatory research approaches have been widely used to study and address inequalities in health, well-being and participation in the community as experienced by diverse groups across the globe. Community-based approaches are rooted in feminist theory, critical theory, empowerment theory, social ecological theory, and diversity among other frameworks. Community-based participatory approaches build on engaging with communities in reciprocal ways, utilizing a strength-based approach, promoting empowerment of individuals and communities, and working in collaborative ways with communities as partners. A large number of individuals and communities world-wide face many barriers in achieving positive health, wellbeing and participation outcomes. Many of these individuals include children, immigrants and refugees, low-income families, ethnic and racial minorities, LGBTQIA+, women, and other groups for which social, environmental, and economic conditions place them at risk for health disparities. Furthermore, many of these individuals encounter discrimination and lack of access to opportunities and services that promote health equity. Several entities, including the Surgeon General and the National Institute of Health have made a call for community-based approaches and community engagement as a way to understand and address disparities in order to promote empowerment and citizen participation. Community psychologists have been strong proponents of community-based participatory approaches and have contributed extensively to the literature. The aim of this workshop is to provide participants with foundational knowledge and basic skills on methods and processes in order to conduct CBPR.

Specific Learning Objectives:
At the end of this workshop participants will be able to:

- Explain fundamental theoretical and conceptual frameworks that underpin CBPR.
- Recognize several examples of CBPAR conducted in several countries (e.g., México, Peru, Italy and the U.S.)
- Identify at least 5 key principles of CBPR and their connection to Community Psychology
- Design a CBPR study utilizing one of the following methods: Photovoice, participatory needs assessment and capacity building, community engaged mapping, policy and advocacy action planning, policy action, and other mixed methods approaches.
- Explain ethnical and cultural issues embedded in CBPR and how to address them.
- Identify future research and practice implications for community psychology

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Dramatherapy's Multimodal Approach to Therapy for Young People with Intellectual Disability.

Musicka-Williams, A. (University of Melbourne, Australia).

Traditional talking therapies offer limited accessibility and meaning to populations for whom speaking and thinking are not key strengths. Dramatherapy offers a unique multimodal platform from which young people with intellectual/developmental disabilities can creatively engage with the therapeutic process. Participants attending the workshop will be given a brief introduction to dramatherapy, its unique embodied practices and therapeutic aims. Specific focus will be given to exploring the strengths of dramatherapy to enable young people with intellectual/developmental disabilities to meet relational and therapeutic needs. Following this, participants will then be invited to engage in an experiential group-work approach to therapy. Group-work dramatherapy enables young people with intellectual/developmental disabilities to engage in problem solving scenarios which are developmentally appropriate to the adolescent experience. Participants will be introduced to a unique session structure which acts as a ritualized container for the therapeutic experience. This session structure supports participants of dramatherapy to enter a more unconscious state of play where new insights, ways of acting/being in the world may emerge through dramatic creation. Within this structure participants will explore those dramatherapy techniques and practices which adolescents in a special education setting, who participated in a dramatherapy research project, identified as most helpful for developing personal insight and connection to others. Introductory activities provide unique multi-modal ways of checking in with participants, to support their capacity to be self -expressive and acknowledge the expression of peers. The warm up phase will introduce participants to movement practices and co-operative games which support relational connection, trust and spontaneity. The main event will explore participant's capacity for personal problem solving through structured improvisation employing forum theatre techniques (Boal). Improvisation is explored as a tool for life in which young people with special needs can experience themselves as directors of their own life stories and scenarios.

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Gathering the Gold: Exploring Community Resources Through Story Enactment.
Ercole, M. (University of Melbourne, Australia).

This workshop is based on my current doctoral research entitled: *Looking for the Gold* - A Critical Ethnographic study using Dramatherapy to explore voice, agency and power at the intersection of private and public in aged care. The study explores the intersected and co-constructed nature of residents' lived experiences and the socio-cultural environment in which they live. The findings of my study reflect a number of challenges for the residents whose living space is constantly permeated by those who work, study or visit within their home. Dramatherapy is found to be an invaluable alternative space in which residents can exercise agency and voice through a variety of creative methods. One such method is the use of story and enactment. Working with story in a small group setting enabled a symbolic exploration of the themes which were pertinent in residents' lives. The proposed workshop will include the experience of therapeutic storytelling and enactment as well as time for group reflection. The participants will be invited to engage with a variety of Dramatherapy tools in order to warm up their imagination and bodies and symbolically explore the themes of community resources and community gathering from an embodied perspective. I will share insights into how I utilised this type of creative engagement both as a method of research inquiry and as offering a possible tool for change with the research community. I will explain my approach to 'community as a client' and explore the potential of Dramatherapy beyond the therapy room – as a tool for change and social action in the ageing community. Participants will have an opportunity to explore how themes of the chosen story reflect on the community environments in which they work or live and the potential for further creative engagements.

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Evaluating Community Coalitions for Equity and Justice.
Wolfe, S. (Susan Wolfe and Associates, LLC, United States)

This skill-development workshop, which has been presented in other contexts and received high ratings, is designed for community psychologists who evaluate coalitions and community collaboratives. Through lecture, discussion, and exercises, this hands on, interactive skills development workshop will provide the foundations and tools needed to conduct evaluations of coalitions. The presenters will review topics such as: frameworks for evaluating coalitions; measures and tools; and challenges. Participants will take part in role play exercises that will highlight some of the challenges and issues. The presenter will share experiences and provide case studies as a basis for discussion and to facilitate attendees' abilities to apply the material to the types of situations and settings they will encounter.

Attendees will learn:

- The theoretical and methodological frameworks that can be useful to frame the coalition evaluation
- The levels of measurement and stages of coalition development and implications for evaluation
- A variety of measures and tools available for coalition evaluation
- Challenges to evaluating coalitions and how they can be overcome
- Best practices that can be applied to ensure success

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Before we Move in, What's Your Name: The Intimate Discussion of Race.

Pomerantz, S. (Race Talks, United States), Maxey, D., Lam, S., Covarrubias, C., & Mitchell, S.

There is much difficulty in addressing racism from within academia, given the reality that academic institutions are overwhelmingly white-dominant. So, how does one talk about race in the absence of people of colour? RACE TALKS – Uniting to Break the Chains of Racism, is a Portland, Oregon-based community dialogue group that has been hosting monthly dialogue forums since 2011. This unique forum affords complete strangers an opportunity to connect intimately, by engaging in meaningful conversations about race. Portland faces a similar problem to academia – it is a white-dominant city. RACE TALKS affirms that you cannot engage in a meaningful discussion about race with another party without first establishing some foundation of connection and trust. The first step to having an open dialogue about race is to have the courage to talk about race and admit, "I don't know what I don't know" (Singleton, 2015). "Having courageous conversations serves as a strategy for deinstitutionalizing racism" (Singleton, 2015, p.26). Establishing an initial relationship is essential to engaging in race dialogue be it within the community you work or live. Intergroup dialogue can influence higher understanding between diverse perspectives, generate public engagement, and create a space for constructive conflict. Here, participants will build confidence to establish commonality as a strategy to cultivate foundational relationships, practice interruptions, and utilize micro/macro aggressions as an opportunity to build relationships. These engaging and interactive activities will positively benefit ALL participants through thoughtful reflection, sincere dialogue, a commitment to mutual respect and building community among diverse groups.

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Making the Invisible Visible: A US Nonprofit Network Grounded by Indigenous Values.

Comenote, J. (National Urban Indian Family Coalition, United States).

Historical trauma can also be "the nexus of … communitywide transformation and resilience" (Mohatt et al., 2014). Resilient responses to historical trauma have been documented among American Indians (Denham, 2008; Fast and Collin-Vézina, 2010). The National Urban Indian Family Coalition (NUIFC) advocates for US American Indian families living in urban areas, creates partnerships with tribes and American Indian organizations, and conducts research elucidating the barriers, issues and opportunities facing urban American Indian families. The national network includes 38 American Indian organizations in 32 US cities, actively embodying dignity, unique social relationships, respect for the environment, and is premised on identity, culture, narrative change and connection with place. NUIFC elevates a national voice for American Indians and Alaska Natives living in urban communities, sustaining Indigenous values and culture through a strong network of Indian organizations. This presentation highlights the importance of context, identity, environmental mastery and narrative change through the integration of embodied practice across the network. Member organizations operate from a cultural lens grounded in indigenous worldview and cultural practices. The network is rooted in the power of Indigenous wisdom, knowledge, and traditions, engaging all members of the collective Indigenous community, with hundreds of cultural programs and events. We will discuss network operations and programs. Social science has argued for decades that concentrated poverty produces distrust, apathy, alienation, and social isolation resulting in dismantling of social capital. However, NUIFC does not equate material poverty with poverty of spirit. Rootedness, the value of kinship ties, history and a collective worldview endures. Social capital flourishes amid centuries of oppression, othering and exclusion. NIUFC intentionally changes the narrative. Indigenous pedagogy is the foundation of service delivery. Teaching Native languages and elders visiting foster homes grounds Native children in their heritage. We will discuss the attributes of this generative network.

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Play and Arts-focused Active Methods: Enhancing the Capacity to Respond.
Meyer, K. (University of Melbourne, Australia).

In the current global context, there is increasing expectation that those working in caring professions need to have solutions on how to 'fix the other'. Consequently, this reinforces structural systemic inequities particularly in a supercomplex and changing world, where we need new and creative ways to respond. Arts-focused active methods refer directly to three research intervention methods that were used in doctoral research to gather data specifically relevant to care workers' relationships with young people. They are informed by creative arts therapy theory and approaches, and can be used as tools to enhance the capacity to think and feel in the 'here and now', enhancing reflective capacities and empathy. They further enable understanding of how arts practice can support processes of psychosocial and political change. This experiential workshop will facilitate participants to engage playfully in these methods, reflect on their value and how they might be used across communities of practice in different ways. Where relevant, participants' experiences will be linked to relevant findings from the doctoral research.

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Sisters & Brothers: Creative Reflexivity.
Canas, T. (Cohealth Arts Generator, Australia).

This 90-minute hands-on workshop will be modeled on cohealth Arts Generators award winning, *Sisters & Brothers* program. *Sisters & Brothers* is an 8-session arts program designed to address race-based discrimination within primary schools through cultural education, storytelling, music and song writing. The program is delivered by Artist Facilitators who use their lived experience of racial discrimination to have meaningful discussions about how to identify and intervene safely when race-based discrimination is witnessed. *Sisters & Brothers* is Arts Generator's longest standing program, operating successfully for over 6 years. Arts Generator works with communities experiencing structural disadvantage in the western region and inner north of Melbourne. It provides creative avenues to reflect on race-based discrimination, power and privilege. Initiatives seek to engage individuals, communities and organisations in conversations about inequity to impact change. The modified workshop for the conference will explore bystander intervention in a race-based discriminative situation, by using roleplay scenarios and strategies to share how creativity can foster alliances, and develop new ways of understanding challenge and working in empowering ways.

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Structured Peer Group Supervision for Community Working.

Zoli, A. (University of Brighton, United Kingdom), & Akhurst, J.

Structured Peer Group Supervision (SPGS) has been shown to be an excellent complement to the learning that takes place in individual supervision and appears to promote psychology students' learning from each other in a different way due to the collaborative nature of the interactions. This structured model is focused on a 'case' and is designed to enable a solution-focused exploration and discussion. It has great potential not only for casework, but also for both community and research applications. Currently, a DVD of the model is available in English, based on a UK university. However, we would like to take the opportunity of an International Conference of Community Psychology to offer a workshop to a more varied audience, and to enable participants to learn about and trial the model first-hand. We are also keen on collecting feedback on how participants think the model works in practice for them. We believe that this would be an asset for the training of psychologists and community workers, and to provide additional resources based on co-operative learning.

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Theater and Martial Arts: A Weapon for Liberation.

Cacnio, G. (Hana Early Childhood Center, United States), & Dino, C.

"Theater is the rehearsal for the revolution" – Augusto Boal

Theater of the Oppressed is a form of participatory theater promoting community-based education and a tool for transformation. Created by Augusto Boal, a Brazilian artist, activist and visionary, Theater of the Oppressed (TO) provides a way for people to analyze their realities, struggles, history and power dynamics in society. In TO, the audience becomes a spect-actor and no longer just a spectator. Through TO we recognize that we can take action in solving problems. It allows us to embody both problem and solution. It allows us to question with empathy. Although theater is not therapy, as Boal said, it can be therapeutic. Through theater we are able to observe ourselves. Through Theater of the Oppressed we are able to amend ourselves, disrupt and question power dynamics. Theater of the Oppressed has several techniques. For this workshop we will explore techniques of Image theater. Through studying images and spaces our bodies will explore and have a dialogue about power dynamics in our society. This problem posing activity is not meant to solve the social injustice. Through Image Theater we will examine our contradictions and have a discourse on how society reacts to different social identities, therefore exploring power structures in society. To get our bodies ready to fight social injustices, we start the workshop with some Filipino Martial Arts. The indomitable warrior spirit of the Filipino persevered despite being under oppressive eras and foreign and domestic ruling powers, that resulted in various uprisings and revolutions. Throughout this history, this fighting spirit transformed its warrior arts to what is now known as Filipino Martial Arts (FMA), a complete system of self-defense known by many names (Kali, Eskrima, Arnis to name a few). FMA is a bladed art in a fully mixed martial practice that enables you to turn your whole body and anything around into a weapon. Practitioners develop awareness in distance and timing, advancing reflexes, and most importantly gaining or regaining that fighting instinct of fluidity and motion.

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Café Psychologique: Improving Relationships Between Clinical and Community Psychology.

Mayers, S. (St Vincent's Hospital, Australia).

The origins of some community psychologies lie in clinical psychology, following years of discontent with individualised and medicalised practice. In the UK, some clinical psychologists work in ways that embody community psychology. In Australia, clinical and community psychology are somewhat separate, with individual colleges for each profession. It is the facilitator's experience that most Australian clinical psychologists are unaware of community psychology and the associated ways of working. Steve Mayers is a clinical psychologist who founded Café Psychologique in Sydney. The café provides a public space to discuss ideas from psychology in an accessible way. At the community psychology conference, an edition of the café will be hosted by Steve Mayers and the topic will be introduced by community psychologist, Rebecca Hogea. This immersive workshop will provide a space for attendees to consider the intersection between clinical and community psychology.

About the café. Café Psychologique began in Leeds, UK, in 2011 and can consider a variety of topics concerned with living today ranging from feminism to consciousness and consumerism.

How does it work? There are no long presentations and the conversation is driven by the participants, and the areas they want to discuss based on the theme of that particular meeting. People are free to talk about what they want; the facilitator's role is to enable exploration and discovery.

There are a few rules that help the conversation to flow well:

1. Everyone can talk in Café Psychologique. There are no lectures, and this is about creating a conversation, so at some point, do try and make sure you say something in the whole group.
2. All points of view are valid. Whatever you say is valid. It may be 'wrong', in others' opinion. But it is valid to say it. Whatever it is.
3. Use statements not questions. As much as you can, say what you think, and particularly speak from your experience if you can, not just from your knowledge.
4. It is your agenda. The conversation can go wherever you want it to.

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How Can we Effectively Support Parents of Suicidal Kids?

O'Grady, L. (Australian Psychological Society, Australia).

Parenting a child or adolescent who is suicidal challenges parents in a myriad of ways. It can challenge many of the assumptions and hopes we have about childhood. Parents of children and adolescents who are suicidal are faced with a wide range of emotions in coming to terms with the idea that their child is struggling with life. Research suggest that these emotions include isolation, guilt, shame, shock and fear. These, in turn, can lead to extremes of responses, including a potential over-reaction to protect their child or at the other extreme, a tendency to disbelieve or minimise what their child is saying. Research from the Kids Helpline suggests that there is a need for adults to take a child or adolescent's talk of suicide more seriously. Even when parents understand the potential risks, they may not know what to do to keep their child safe. Mental health professionals working with parents and in school settings are in an ideal position to provide support by, in the first instance, helping parents to take what their children and young people are saying and/or planning seriously. Ensuring that an effective process has been undertaken where the child's experience is heard, and immediate needs are explored, will be necessary. Understanding the limitations of the traditional suicide risk assessment but feeling confident enough to engage in honest conversations about suicide, is essential. This includes collaborating to develop a safety plan. This workshop will use an interactive process to explore the current evidence base relating to suicide by children and adolescents and the role of mental health professionals in creating a community of support for the family. Participants will be encouraged to share their own reflections and knowledge about ways of working which honour the voices of children and young people to keep them safe.

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Improvisation: A Creative Tool to Explore, Build and Experience Solidarities.
Arismendi, K. (Private Practice, Australia).

Human beings need to create. It is as vital as eating or breathing; since through the creative process, we can connect with ourselves, other individuals and our environment. Improvisation, as an artistic expression technique, promotes the construction of communication channels, and makes us aware of how we interact. Through art, we communicate: ideas, beliefs and experiences. Among the elements that stand out, with the use of improvisation technique, are: not judging, acceptance, connecting with others and the environment, being present (here and now), establishing relationships, providing support, collaboration and creation of stories. This promotes the ability to create and accept proposals, adaptat to changes and incorporate ideas. The theme of the workshop proposes to foster creativity, using the improvisation technique, to build tools that support solidarity through: affirmative communication, liaison, inclusion, the connection between individuals and their communities. It is proposed to use basic principles of improvisation, which encourage the development of skills such as: creation, expression, play, storytelling, observation, listening, and the ability to build and accept proposals. The goal is for participants to explore the interdisciplinary nature, between psychology and improvisation through practical exercises, which in turn enable them to generate contributions, establish a collaborative commitment to their communities, and promote and sustain solidarities. The presentation of the workshop includes an introduction and guidance on concepts. Second, basic fundamentals of improvisation and its link with psychology. Third, the practical part, where improvisation exercises will be conducted aimed at allowing participants to: create, develop stories, foster connections, establish collaborative agreements, and play, as a learning tool.

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Doing Ethical Research Together: A Communitarian Toolkit for Ethical Research Beyond Borders.

Reid, C. (Victoria University, Australia), & Calia, C.

Global challenges research is defined by intractable and complex problems that require large-scale, interdisciplinary, international collaborations of increasing complexity. Global projects are often undertaken in countries with emerging and/or limited research infrastructure and in the context of broader resource limitations, and socio-political instability. Projects are also increasingly multi-team, cross-country, cross-cultural and involve cross-sector (university, third sector, government) partnerships. This complex contextual landscape presents a significant risk exposure for upholding high standards of research conduct and preventing research misconduct that may negatively impact both local communities and researchers. This workshop developed out of a research project that focused on establishing place-based, community-centred best practice in grand challenges-related research ethics, integrity and conduct. We held 5 roundtable events drawing together more than 110 researchers from 30 countries and more than 30 discipline areas. These conversations highlighted that we needed a clarifying worldview to support place-based, community-centred, ethical action at every stage of the research journey. In response, we created a toolkit - accessible and practical material to guide people involved in complex community-based research. This toolkit explores an ethical worldview for research and provides practical guidance and questions to consider at every stage of the research journey, from developing an ethical research question through to being accountable for the legacy of your research long after the project has concluded. This workshop will introduce researchers to our *Doing Ethical Research Together: Research Beyond Borders* toolkit and use case-based examples to support researchers in reflecting on, and strengthening, their own practice. A supportive conversational opportunity will be provided to consider critical choice-points, unconscious biases and what to do when you are confronted with unexpected ethical dilemmas.

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Sharing our Solastagia Together: Building Resilience for our Work that Lies Ahead.
Butterworth, I. (Independent Scholar, Australia), Heise, A., Howard, M., & Hill, A.

Our species has created the Anthropocene. Significant planetary changes are underway, including climate change and mass extinction. The intensification of extreme weather, and the daily flood of bad news, are contributing to 'climate grief' (Scher, 2018), 'ecological grief' (Ellis, & Cunsolo, 2018) and 'solastalgia'; the grief and homesickness we experience over the loss of a healthy place or once-thriving ecosystem, while still living in that place (Albrecht et al, 2007). Core to this grief is the realisation that humans' relationship with our supporting and surrounding ecosystem is deeply out of balance (Weintraub, 1984). Buffeted by constant technological change, post-9/11 existential anxiety and living conditions that foster disconnection and alienation, our emotions could become a liability. Yet Aboriginal leaders have long known that caring for Country strengthens psychological wellbeing (Mosaic Science, 2019).

Community leaders are especially vulnerable to despair and burnout. As we attempt to make sense of our changing world on behalf of others, we either deny or push down overwhelming anger and grief, thereby pacing ourselves at risk of succumbing to hopelessness and depression. Environment conference programming typically does not provide collective opportunities for participants to go deep into their emotions and emerge with a renewed sense of clarity and purpose. More than ever, it is crucial that we allow ourselves to feel potentially debilitating feelings such as anger and express them constructively. Learning about the importance of using 'negative' emotions is not only crucial for stepping out of numbness: it helps us to energise the democratic process, experience learned hopefulness (Zimmerman, 1990), and address the urgent issues that concern us all. Featuring a panel discussion, this experiential workshop explores how to turn solastalgia into community resilience. We will seek feedback about ways to strengthen the workshop offering and forge a community of practice for building future iterations.

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Littering Disrespects International Boundaries: Fostering Collaboration is Key for Thriving Clean Places.

Curnow, R. (Community Change, Australia)

'*Litter requires monitoring on a global scale as well as personally and locally'.*

The workshop is designed to combine practical capacity building monitoring skills and interactive applications to foster clean public spaces based on understanding community behaviour. The 2020 recipient of the KAZZIE Award – Sheila White will be on an Australian-wide community engagement tour sharing her journey through ten years of tracking stories about litter and littering from around the world. Sheila will summarise the narrative of her solo activism to support global collaboration to lower the rate of littering and achieve a healthier planet. Participants will celebrate a decade of searching for the key to solving society's unyielding litter problem and personal commitment to keeping the world up-to-date with research, policy and activism in relation to clean communities. Sheila will share with participants her conclusions about Australian research and initiatives leading the world in influencing changes in disposal behaviour. Rob Curnow will create an interactive space for participants to explore their involvement commitment and attachment to local places through learning about and applying models based on 25 years of community psychology action research, working in urban and rural settings to build attachment and enhance community well being. Community Change has evolved a series of strategies for maintaining clean contexts for building social cohesion and involvement that are publicly available and aimed at guiding collaborative community conversations based on qualitative and quantitative citizen science. Participants will be provided with web-based assessment guides and tools used to explore locations close to the conference venue. The intention is to demonstrate the assessment process and practice skills that can be shared with local environmental activists and a broad range of concerned members of communities.

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The Woolly Mammoth in the Room: Violent Men with Trauma Histories.
Streker, P. (Community Stars, Australia).

Many psychologists who work with male perpetrators of family violence may be afraid to focus on their clients' trauma history in case it is used to excuse or justify the violence. Others may focus on the trauma at the expense of powerful cultural and gender dynamics that play a huge role in family violence. This workshop will explore the individual and social impacts of complex trauma and the public discourses on working with violent men such as the 'monster' and 'lost cause' narratives and the sharp distinction between perpetrator and victim/survivor. It will aim to reconcile feminist, trauma-informed and human rights-based approaches to working with family violence and demonstrate practical steps at implementing trauma-informed approaches to working with male perpetrators of family violence, and coordinating individual, group and social change.

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Symposia

Empowerment Interventions for Safe and Healthy Communities.
Zimmerman, M., Reischl, T., & Cahill, H.

Mayan Indigenous Psychologies in an Era of Decolonization.
Chankayun Kin, E., Velasco Garcia, M., Chambor Sanchez, C., Chankayun Kin, A., Chankin Chambor, M., & Ciofalo, N.

Evolving Kainga/Aiga (Family) of Pacific-diaspora in Aotearoa/New Zealand.
Havea, S., Nafatali, R., Aoina, A., & Alefaio, S.

Responsabilidad Social en Clave Comunitaria.
Cordoba, E., Fonticelli, A., & Pucci, N.

Strategies to Promote Sense of Belonging in Community, Practice, and Research Settings.
Agner, J., Pruitt, A., & Barile, J.

Reconfiguring Life Post-war: Families' and Communities' Psychosocial Resources after Collective Violence.
Távara, G., Rivera, M., & Velazquez, T.

Giving Voice to Participants: Case Studies of Qualitative Research.
Balcazar, F., Garcia Ramirez, M., & Keys, C.

La Psicología Comunitaria en Colombia, Caminando Hacia una Sociedad Participativa.
Ayala-Rodriguez, N., Arango Calad, C., & Hincapie, E.

Transformative Communities and Social Change: Preventing Mental Health Problems in Europe.
Carr, N., Roehrle, B., & Grung, G.

Pacific Youth Development and Empowerment.
Suemai, T., Suemai, T., Afeaki-Mafile'o, E., Tauveli, H., & Alefaio, S.

Community, Diversity, and Values. Suggestions from PSOC Research.
Brodsky, A., Mannarini, T., Rochira, A., Procentese, F., Gatti, F, Fedi, A., Tartaglia, S., Hombrados-Mendieta, I., Gómez-Jacinto, L., & Fisher, A.

Engaging and Mobilising Communities to Prevent Violence Against Women in Localised Settings.
D'Arcy, C., Shearson, K., Turner, C., Bottomley, D., Livingstone, A., Aydogan, S., & Streker, P.

Community Psychology in Gender Violence at Stake.
Arcidiacono, C., Di Napoli, I., Procentese, F., & Esposito, F.

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Civic Action for Refugee Empowerment: Participatory Strategies to Promote Refugee Justice.
Dutt, A., Jacquez, F., & Wright, B.

Atmospheres of Inclusion: How School Climate Relates to Belonging and Being Resilient.
Reich, S., Renick, J., McMahon, S., Tergesen, C., Bare, K., Zinter, K., Garcia, Y., Lynch, G., McMahon, K., Zimmerman, M., Hsieh, H., Heinze, J., Reischl, T., & Cunningham, M.

Institutional Transformation to Support Gender Equity: Case Examples from Around the World.
Bond, M., Gorman, B., Roberts, E., & McCloskey, K.

Mental Health in the Creative Arts.
Hosking, G.

Embracing Interdisciplinarity within Community Psychology to Support Inclusion of People with Disabilities.
Labbé, D., Agner, J., & Suarez-Balcazar, Y.

Deconstructing the Sense of Community in Situations of Poverty: Proposals from Latin America.
Moura Jr, J., Ayala Rodrígues, N., Cabrera del Valle, R., Castillo, T., & Campo, T.

Researching to End Homelessness: Community Psychology Contributions for the HOME_EU Project.
Ornelas, J., Greenwood, R., Manning, R., O'Shaughnessy, B., Vargas-Moniz, M., Monteiro, F., Loubierre S., Santinello, M., & Lenzi, M.

On the Crest of the Wave: Surf Therapy and Global Wellbeing.
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Harré, N., Munoz Duran, F., & Murphy, B.

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Acevedo, I., Gruber, J., & Castro, M.

Community Psychology and Indigenous Peoples.
Thompson Guerin, P., Mohatt, N., Cwik, M., Goklish, N., O'Keefe, V., Parker, M, Straits, K., DeMaria, J., Walden, A, West, A., & Jordan, L.

Decolonizing Community Psychology: A Subversive Endeavor in Latin America.
Ortiz-Torres, B., Grondona, G., Herazo K., Ferreira, J., & Di Iorio, J.

Decoloniality, Curriculum and Community Psychology: Views from the Global South.
Carolissen, R., Masters-Awatere, B., Stolte, O., Rua, M., Furness, J., Young, T., Castell, E., & Bullen, J.

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Theory as Revolution: Building and Applying Critical Theory(ies) for Solidarity and Transformation.
Kivell, N., Ellison, E., Madyaningrum, M., & Olson, B.

Community Capacity Building and Health Promotion through an Interactive Systems Framework.
Shearson, K., Chapin, L., Morda, R., Naslund, M., Sonn, C., Sharples, J., Dell'Aquila, C., Keast, S., Foenander, E., & Vassallo, J.

Service-Learning for Competent Communities. Challenges Related to Implementation and Universities-Community Partnership.
Albanesi, C., Meringolo, P., Vargas-Moniz, M., Guarino, A., Barbieri, I., Guidi, E., Cecchini, C., & Zani, B.

Service-Learning for Competent Communities. Challenges Related to Implementation and Universities-Community Partnership.
Albanesi, C., Meringolo, P., Vargas-Moniz, M., Guarino, A., Barbieri, I., Guidi, E., Cecchini, C., & Zani, B.

Partnership-Based Evaluation to Support Community Change: Practices to Facilitate Long-Term Community-University Collaborations.
Kilmer, R., Cook, J., Suarez-Balcazar, Y., & Messinger, L.

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Empowerment Interventions for Safe and Healthy Communities.
Zimmerman, M. (University of Michigan, United States), Reischl, T., & Cahill, H.

The papers presented in this symposium explore the role of empowerment dynamics in violence prevention. Traditional approaches to violence prevention address cultural or individual risk factors (or deficits), while empowerment interventions promote human diversity and self-determination (Prilletensky, 1997). Three presentations will examine violence prevention interventions that (a) leverage community and individual assets and (b) transfer power and responsibility to vulnerable populations, and (c) can reduce violence and promote peaceful communities.

Paper 1: Youth Empowerment Solutions for Peaceful Communities. Zimmerman, M., Eisman, A., Thulin, E., Reischl, T., Franzen, S., & Hutchison, P. Violence remains a pervasive problem that negatively influences the health and well-being of youth and disproportionately affects youth living in socioeconomically challenged communities (Garvin, et al, 2013; Kann et al., 2014). In this study, we examined the longitudinal effects of an after-school program, Youth Empowerment Solutions (YES). Using a modified randomized design with 361 youth within 33 study cohorts, we found that YES participation directly enhanced empowerment outcomes and indirectly promoted prosocial behavior at the end of the program and at a 12-month follow-up assessment.

Paper 2: Resident Engagement in Neighborhood Crime Prevention. Reischl, T., Rupp, L., Wyatt, T., Lee, D., Heinze, J., Bushman, G., & Zimmerman, M. We examined the effects of community-engaged crime prevention activities in three urban neighborhoods. The importance of community engagement in neighborhood crime prevention has been highlighted by researchers who found lower social cohesion and greater distrust in high crime neighborhoods (Curry, et al., 2008; Garvin, Cannuscio, & Branas, 2013; Ross & Jang, 2000). Using a quasi-experimental longitudinal design, we found reductions in crime incidents in the neighborhoods with the most intensive resident engagement activities. We also found improvements in property maintenance, resident engagement, neighborhood perceptions, mental health symptoms, and reported victimizations.

Paper 3: Creating a Sustainable Youth-led Leadership Initiative for HIV Vulnerable Youth. Cahill, H. Sustainability and transfer of ownership is a challenge in youth leadership initiatives with vulnerable populations. I worked with a youth-led NGO to co-create a Leadership training short course to be led by young people in the key populations for HIV in the Asia-Pacific, including drug users, sex workers, and LGBTIQ young people. A full handover in ownership and delivery has led to sustained rollout across the last decade, with youth-led delivery in many countries in the region. Use of innovative literacy free pedagogies and a strong train the trainer model together with ownership by a youth-led NGO contributed to this sustainability.

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Mayan Indigenous Psychologies in an Era of Decolonization.

Chankayun Kin, E. (We and the Earth, Lacanja Chansayab, México), Velasco Garcia, M., Chambor Sanchez, C., Chankayun Kin, A., Chankin Chambor, M., & Ciofalo, N.

We are a youth collaborative of the Lacandon Rainforest in Chiapas, México named: "*Jootik Ta Lum Kinal* (Mayan Tzeltal)— *To'on Yejer Ru'um* (Mayan Lacandon)—*Nosotros y la Tierra* (Spanish)—We and the Earth" that includes various ethnic groups to conduct community education for the preservation of our culture and natural habitat—including its flora and fauna. We are students from the Technological University of the Rainforest and the University of Arts and Sciences of Chiapas, Maria Esther Velasco, Ernesto Chankayun, and Carlos Chambor, who have been conducting committed praxes to take care of the rich biodiversity still existing in our Lacandon Rainforest. Our work is intergenerational and intercultural. We partner with adults, children, and elders of our Lacandon, Tzeltal, and Chol communities. We will share Indigenous praxes informed by our cultures that have survived colonization within an open ecology of knowledges. This presentation will describe work in community education and in ecological resource management to preserve ecological and cultural sustainability. We propose that our community economy be driven by our cultural traditions, addressing the promotion of ecotourism and other productive activities within careful economic and environmental impact considerations. We also propose that community education be based on our cultures and imparted in our languages. Mexican education is a system that has been used to continue colonization, erasing our languages, knowledge, and culture. For this reason, we demand that only teachers who are from our own communities educate our people. The Maya Lacandon teacher, Alfredo Chankayun, who has earned a degree from the Universidad Pedagógica Nacional (UPN) (National Pedagogical University) has been giving classes to children from 3 months to 5 years old in diverse ocmmunities of the Lacandon Rainforest since 2006 until now. Alfredo will share his early education program that is fundamental for the acquisition of early cultural learning. Alfredo has been dedicated to the development of an Indigenous Center for Early Education (Centro de Educación Inicial Indígena) in order to contribute to the education of all children of the Lacandon Rainforest. Lastly, Chanuk Chankin, a mother and talented artisan will share the ancestral knowledge and legends learned from our grandparents, passed on to generations, and that convey our cultural values of deep respect for animals and nature. As a new generation of Indigenous scientists and educators, we are reclaiming our Indigenous knowledges and applying them to the preservation of our cultures and habitats. We conceive Mayan Indigenous psychologies in an era of decolonization as the holistic expression of our passions, interests, dreams, dedications, and commitments. We want to invite the audience to create solidary networks to support international policies that preserve our Lacandon Rainforest. We will conclude this presentation sharing ceremonies and rituals that promote community cohesion and *buen vivir*. Questions for discussion are the following: How could universities collaborate and disseminate the lessons we presented today? In what ways could intercultural youth networks raise funds to promote ecological sustainability?

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Evolving Kainga/Aiga (Family) of Pacific-diaspora in Aotearoa/New Zealand.

Havea, S. (Massey University, Aotearoa/New Zealand), Nafatali, R., Aoina, A., & Alefaio, S.

The collective presentations of this symposium provide an overview of the evolving Pacific- indigenous notions of health and wellbeing for Pacific-diasporic kainga/aiga (family) families now living in Aotearoa/New Zealand. Consequently, the relevance to the conference is in its alignment with overall themes particularly 'Creating inclusive cultures and healthy communities' and 'knowledge for sustainable futures.'

Presenter 1: Havea, S. There is limited knowledge of how Pacific-indigenous approaches can aid efforts to curtail violence within the kainga (extended family). This presentation will discuss aspects of the inaugural use of the Tongan conceptual framework of Fofola e fala ka e talanoa e kainga (laying out the mat so families can dialogue) as part of the faith-based Kainga Tu'umalie (prosperous families) family violence intervention and prevention programme. Fofola e fala symbolises a place of safety and refuge for every member of the kainga to freely express their feelings. Given their depth of cultural knowledge and involvement in the development of this programme seven faith-based community leaders were engaged in talanoa (Pacific- indigenous way of dialogue and discussion). Their accounts form the core basis of analysis which highlights the significance of Kainga Tu'umalie as a violence prevention programme for Tongan families. Of key consideration in this presentation is the importance of Tongan- indigenous approaches to reducing family violence that draw from a combination of traditional cultural knowledge and Christian values that are central to the realities of being Tongan today.

Presenter 2: Nafatali, R. Initial evidence suggests that the prevalence rate of Autism Spectrum Disorder (ASD) within New Zealand (NZ) Pacific-indigenous (PI) communities is likely to be 1.1% (>1,000 children). However, these figures are presumed to be underestimates due to issues such as underdiagnosis. Furthermore, funding for early intervention and long-term support in NZ relies on official diagnosis and needs assessment, yet PI diagnosis and disability support service access rates are consistently low (around 7%). These challenges highlight the need to understand the narratives and lived experiences of PI ASD families to help bridge the gaps. One important aspect of lived experience is the transfer of traditional language and culture within NZ PI autism families despite communication challenges. This presentation summarises research which sought to illuminate language strategies that worked for PI autism families, and to record parents' lived experiences of raising a PI autistic child. The findings represent an important contribution to the future design and implementation of appropriate support services for the sociocultural context in which PI families live in NZ.

Presenter 3: Aoina, A. Family based elder care is an important contribution to the wellbeing of older people and to the Aotearoa-New Zealand economy, yet very little is known about the cultural changes that have impacted traditional family based elder care, and the needs of Aiga (family) to enable them to sustain elder care. The population of Pasifika elders is increasing and numbers are likely to grow rapidly in the next few decades yet there is little research on Pacific populations and ageing. 'Matua Tausi' refers to the practice of honouring and caring for one's elders (parents/grandparents), is part of a cultural context in which depth of learning and sharing takes place, and an aspect of cultural phenomena that sits at the core of being Samoan as it is the "heart and soul of nurturing" (Tui Atua Tupua Tamasese Taisi Efi, 2007). This presentation will explore the Samoan elder care practice of 'Matua Tausi' within the global context of elder-care practices.

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Responsabilidad Social en Clave Comunitaria.

Cordoba, E. (Psicología Integral, Argentina), Fonticelli, A., & Pucci, N.

El presente trabajo tiene por objetivo el abordaje del concepto de Responsabilidad Social Empresarial (RSE) desde una mirada Comunitaria a fin de contribuir a la creación de Culturas Inclusivas y Comunidades Saludables. Somos un equipo multidisciplinario con un recorrido de más de 5 años en el trabajo independiente sobre el campo comunitario:

- El Taller de Música en la Escuela: Un encuentro Subjetivante
- IV Simposio Internacional sobre Patologización de la infancia (Buenos Aires – 2013)
- Primer simposio internacional: Los procesos cognitivos en la enseñanza y el aprendizaje (Buenos Aires – 2014)
- El Taller de Música: Un encuentro Comunitario
- XII Congreso Internacional de Psicología Social de la Liberación (Cuzco – Perú - 2014).
- El Taller de Música: facilitador en la redistribución del Poder en la comunidad
- 6th ICCP 2016 - Internatioanl Conference on Community Psychology (Durban – Sudáfrica – 2016)

El tratamiento que realizaremos del tema propuesto para hoy: "Responsabilidad Social en clave Comunitaria" se inicia con una breve contextualización histórica de los ejes principales de nuestra exposición y el desarrollo teórico de los mismos, además de una detallada explicación de nuestra propuesta. Recurriendo al modelo de abordaje del Tratamiento Comunitario ECO2, adaptamos el mismo para establecer un Dispositivo de Trabajo Comunitario.

Hablamos de "Dispositivo de Trabajo Comunitario", (DTC), y la hipótesis desde la que partimos es: "las acciones de responsabilidad social en clave comunitaria podrían favorecer el fortalecimiento de la comunidad para la satisfacción de las ***necesidades sentidas*** *por ésta"*

Nos proponemos incidir en la actual forma de implementación de las acciones de RSE, a los fines de encontrar soluciones a las situaciones problemáticas, desde relaciones comunitarias "amigables" basadas en el trato justo, para mejorar las condiciones de vida a través de la construcción de espacios comunitarios. Para ello es necesario construir un dispositivo de trabajo partiendo de un diagnóstico estratégico, con la participación de la comunidad, la cual conoce, aprende, se vuelve competente y capaz, e implementa acciones que mejoran la calidad de vida de las personas. Este marco operativo llamado "dispositivo" su construcción y mantenimiento, su transformación, durante el proceso, es una de las principales actividades de la intervención desde la psicología comunitaria, aquí radica nuestro interés, incluyendo en éste dispositivo, a las organizaciones civiles, empresas, compañías, organismos gubernamentales y no gubernamentales y actores comunitarios. La herramienta fundamental que utilizamos para la conformación del DTC es el arte en general, en este caso la música en su función social, por medio del Taller reflexivo y participativo como técnica y la investigación-acción participación como método.

Objetivos.

- Conocer las representaciones sociales de la comunidad
- Producir conocimiento
- Construir el dispositivo
- Identificar las necesidades sentidas
- Construir respuestas
- Implementar las respuestas
- Evaluar

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Social Responsibility in Community Code.

The objective of this work is to approach the concept of Corporate Social Responsibility (CSR) from a Community perspective in order to contribute to the creation of Inclusive Cultures and Healthy Communities. We are a multidisciplinary team with a journey of more than 5 years in independent work on the community field:

- The Music Workshop at School: A Subjective Encounter
- IV International Symposium on Pathologization of childhood (Buenos Aires - 2013)
- First international symposium: Cognitive processes in teaching and learning (Buenos Aires - 2014)
- The Music Workshop: A Community Encounter
- XII International Congress of Social Psychology of Liberation (Cuzco - Peru - 2014).
- The Music Workshop: facilitator in the redistribution of Power in the community
- 6th ICCP 2016 - International Conference on Community Psychology (Durban - South Africa - 2016)

The symposium begins with a brief historical contextualization of the main axes of our exhibition and their theoretical development, as well as a detailed explanation of our proposal. Using an adapted version of the ECO2 Community Treatment approach model, we have established a Community Work Device.

We speak of "Community Work Device" (DTC), and the hypothesis from which we start is: "actions of social responsibility in a community key could favor the strengthening of the community to satisfy the needs felt by it".

We intend to influence the current form of implementation of CSR actions, in order to find solutions to problem situations, from “friendly” community relations based on fair treatment, to improve living conditions through the construction of community spaces. For this, it is necessary to build a work device based on a strategic diagnosis, with the participation of the community, which knows, learns, becomes competent and capable, and implements actions that improve the quality of life of people. This operational framework called “device”, its construction and maintenance, its transformation during the process, is one of the main activities of the intervention from community psychology. Here lies our interest, including in this device, civil organizations, companies, companies, governmental and non-governmental organizations, and community actors. The fundamental tool that we use to create the DTC is art in general, in this case music in its social function, through the reflective and participatory workshop as a technique and participation-action research as a method.

Goals.

• Know the social representations of the community
• Produce knowledge
• Build the device
• Identify felt needs
• Construct responses
• Implement the responses
• Evaluate

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Strategies to Promote Sense of Belonging in Community, Practice, and Research Settings.

Agner, J. (University of Hawaii At Manoa, United States), Pruitt, A., & Barile, J.

Decades of research underscore the importance of social support in improving health, decreasing perceived stigma, decreasing mortality and enhancing quality of life. Unfortunately, we know very little about the conditions that lead to supportive relationships, particularly among people with severe and persistent mental illness, who are more likely to suffer from isolation. This presentation combines findings from a longitudinal Photovoice project with individuals in a Housing First program, a multi-site Photovoice project with mental health Clubhouses, and a pilot program to re-engage individuals with HIV in medical care, to consider aspects of the environment that enhance or prevent a sense belonging. In addition to sharing insights from three unique programs, we will discuss the potential for participatory research to increase social support and sense of belonging among marginalized individuals. The first presentation will define social support and its importance for individual and community wellbeing, specifically for individuals with HIV. It will discuss findings from a recent a HIV Treatment as Prevention project, highlighting the negative impacts lack of social support has for individuals living with HIV, and how they might be ameliorated. The second presentation will examine the role of mental health Clubhouses in creating community for individuals with severe and persistent mental illness. Specifically, we look at how individuals were made to feel welcome and engaged in Clubhouse activities, the importance of having a dignified space, and the impact that that Clubhouse participation has on member's quality of life. The third will discuss a 4-year longitudinal Photovoice study with Housing First participants. Relevant findings suggest that having projects and hobbies that "give back" to the community gave individuals a sense of purpose, created a sense of belonging to the community, and aided individuals in dealing with continuing stigma. Presenters will focus on both project findings and process, providing insights on how research itself can create a safe place where participants are valued and contributing members. Finally, audience members will be encouraged to reflect upon and contribute their insights to the conversation from their own practices, scholarship, and theoretical backgrounds. In particular, the audience will be asked to consider what "belonging" means for them in their own research and practice; how or if they consider "belonging" and other aspects of social support when designing their research projects; and how they create belonging within their own professional environments.

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Reconfiguring Life Post-war: Families' and Communities' Psychosocial Resources after Collective Violence.

Távara, G. (Pontificia Universidad Catolica Del Peru, Peru), Rivera, M., & Velazquez, T.

Armed conflicts usually hit those who are most vulnerable the hardest, placing them in an even more difficult and extreme situation than the one they were in prior to the conflict. Studies, both in psychology and social sciences, have mostly focused on the devastating socioemotional consequences that collective violence has in the population (Bustamante, Rivera, & Matos, 2013; Pedersen, 2006; Theidon, 2004). Among these documented consequences are fragmented social ties, fear and mistrust among community members and families, deep emotional pain and difficulty in organising, among others (Kleinman, Das, & Lock, 1997). However, fewer studies have explored people's resources and capacities. This symposium seeks to contribute to filling this gap by presenting, from a community psychology perspective, the findings of three empirical research projects. These projects explore not only the hindering effects of collective violence, but also how families and communities deploy internal resources, both at the individual and social level, to re-configure and re-build personal projects and community life. Velazquez's work analyses through life stories, rural women's agency development in how they seek to overcome day to day difficulties as they search for social wellbeing. She finds that women deploy agency through education, migration, commerce, and political participation. Rivera's project is concerned with family dynamics in cases where there has been ambiguous loss after the disappearance of a family member. She explores how families have created strategies to stay together and how they have mobilised members to organise collective actions to support each other and to claim for truth, justice and reparations. Finally, Távara's study analyses how a group of rural women, who are part of a newly formed women's organisation, make meaning of organising processes. She explores their motivations for organising as well as the challenges they face, also looking at how women's organising processes have an effect on the gendered social dynamics in indigenous communities. In Latin America, indigenous groups have historically struggled for their voices to be heard. In doing so they have tended to have an interesting effect on society as a whole by pushing its members to broaden their perspectives on diverse issues, such as human rights, democratic processes, and development and wellbeing. This symposium seeks to work along this line, by fostering research with indigenous groups that questions our assumptions and broadens our perspectives as community psychologists. In this way, we seek to contribute with identifying the gaps that still need to be filled vis-a-vis the challenges collective violence poses for researchers and practitioners in Community Psychology.

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Giving Voice to Participants: Case Studies of Qualitative Research.

Balcazar, F. (University of Illinois at Chicago, United States), Garcia Ramirez, M., & Keys, C.

The popularity of Qualitative Research has increased as many researchers believe that the social sciences have depended too much on sterile survey techniques, regardless of whether the technology is appropriate for the problem or not. Although qualitative research methods have often been characterized as non-scientific, it turns out that both quantitative and qualitative researchers are doing science, provided that *science* is defined as a specific and systematic way of discovering and understanding how social realities arise, operate, and impact on individuals and organizations of individuals. According to Berg (2001), qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through social structures, social roles, and so forth. This symposium includes three case studies of qualitative research. First, Dr. Garcia Ramirez will describe a study conducted with several Roma women (also known as Gypsy), who have taken several leadership roles in their community in order to promote the empowerment and education of young Roma girls in the area of Andalucía, Spain. Second, Dr. Keys will introduce a project conducted with Chicago Public School students participating in an internet gaming tournament and sharing the results of interviews about the students' identities and perspectives about their communities. The last presentation will involve Dr. Balcazar's interviews with minority youth with disabilities who have tried to start their own small businesses (including both successful and unsuccessful entrepreneurs) in order to identify the supports and/or barriers that contribute to their outcomes. We will engage audience members in a discussion of the benefits and challenges of conducting qualitative research with multiple populations, in various contexts, and how the information can promote community and/or organizational development.

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La Psicología Comunitaria en Colombia, Caminando Hacia una Sociedad Participativa.
Ayala-Rodriguez, N. (Universidad Católica De Colombia, Colombia), Arango Calad, C., & Hincapie, E.

Frente a la situación descontextualizada como se ha venido desarrollando la psicología en Colombia, ha emergido un movimiento de psicólogos comunitarios que materializa solidariamente una estrategia de acción en red denominada: *Expedición Psicosocial Colombiana*, cuyo principal objetivo es romper el individualismo y aislamiento propio del ejercicio profesional y dar los primeros pasos para actuar colectivamente. En este contexto entre los años 2015 y 2018, realiza una investigación cualitativa con análisis participativo y psicosocial, para conocer el estado de desarrollo de esta disciplina en el país, entre los años 2000 y 2016. El simposio presenta esta estrategia y algunos de los resultados de la investigación.

Participante 1: Carlos Arango Calad. Universidad del Valle La expedición Psicosocial Colombiana: Una Aventura de Construcción Colectiva. La expedición Psicosocial Colombiana es una experiencia de trabajo que se constituye en el primer paso dado colectivamente por la Red Colombiana de Psicología Comunitaria para consolidar una disciplina que oriente el ejercicio profesional como un proceso solidario donde se construya participativamente y de una manera crítica la nueva realidad que este país necesita. Pretende construir y realizar un sueño colectivo de conocimiento orientado a explicitar los avances colectivos en la construcción del sentido de comunidad y proyectado hacia la construcción de un horizonte compartido de significados sobre lo que es y puede llegar a ser la nación colombiana en clave psicosocial y comunitaria.

Participante 2: Nelly Ayala Rodríguez. Universidad Católica de Colombia. El Campo de la Psicología Comunitaria en Colombia. Una Investigatión de la Red. Desde el año1973 se han venido realizando investigaciones y procesos orientados a plantear una alternativa a la psicología tradicional en Colombia, que reconoce otras dimensiones de la realidad y que incluye fenómenos y procesos que anteriormente no eran considerados. Si bien se han logrado identificar experiencias de investigación y de intervención comunitaria que han generado un conocimiento validado en la práctica, no se identifican aun tendencias compartidas por una "comunidad" académica o científica. No se identifican corrientes de pensamiento que sean constitutivas de una tendencia nacional, por lo cual se refuerza la hipótesis de la invisibilización de la psicología comunitaria colombiana.

Participante 3: Esmeralda Hincapié. Universidad Pontificia Bolivariana. ¿Cómo Abordar la Realidad Colombiana desde la Psicología Comunitaria? Una Construcción Colectiva y en Red. En el contexto de la Expedición Psicosocial Colombiana, se realizó un Encuentro Nacional de Psicología Comunitaria y Realidad Colombiana (2018), allí se discutieron resultados de investigaciones sobre el trabajo de la psicología comunitaria en la realidad Colombia. El simposio presenta las principales agrupadas en cinco temas: 1) el lugar del psicólogo comunitario en la dimensión relacional de la realidad. 2) el contexto en el que trabaja el psicólogo comunitario como profesional situado. 3) la psicología comunitaria en el contexto de conflicto armado y los diálogos de paz en Colombia. 4) la formación necesaria del psicólogo comunitario en el contexto colombiano del siglo XXI. 5) estrategias de trabajo en red.

Community Psychology in Colombia, Walking Towards a Participatory Society.

While faced with a decontextualized situation as psychology has been developing in Colombia, a movement of community psychologists has emerged in solidarity with an action network strategy called: Colombian Psychosocial Expedition. Its main objective is to break

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the individualism and isolation of professional practice and take the first steps to act collectively. In this context, a qualitative research study was conducted with participatory and psychosocial analysis to learn the state of development of this discipline in the country, between 2000 and 2016. This symposium presents this strategy and some of the research results.

Participant 1: Carlos Arango Calad PhD., University of Valle. The Colombian Psychosocial Expedition: An Adventure of Collective Construction. The Colombian Psychosocial Expedition is a work experience that constitutes the first step collectively taken by the Colombian Network of Community Psychology to consolidate a discipline that aligns the professional practice as a process of solidarity in which the new reality that the country needs is constructed in a participatory and critical way. It plans to establish and implement a collective dream of knowledge designed to make explicit collective progress towards creating a sense of community, aimed at building a shared horizon of meanings about what the Colombian nation is, and what it can become in psychosocial and community terms.

Participant 2: Nelly Ayala Rodríguez PhD., Catholic University of Colombia. The Field of Community Psychology in Colombia. Network Research. Since 1973, research and processes have been carried out to provide an alternative to traditional psychology in Colombia, which recognizes other dimensions of reality and includes phenomena and processes that were not previously considered. While research and community intervention experiences have been identified and have generated validated knowledge in practice, trends shared by an academic or scientific "community" are not identified. There are no identified streams of thought that constitute a national trend, thus reinforcing the hypothesis of the invisibility of Colombian community psychology.

Participant 3: Esmeralda Hincapié PhD, Pontifical Bolivarian University. How to Address Colombian Reality from Community Psychology? A Collective and Network Construction. In the context of the Colombian Psychosocial Expedition, a National Meeting of Community Psychology and Colombian Reality was held in 2018, and research results on the work of community psychology and Colombian reality were discussed. The symposium presents the main themes grouped into five areas: 1) the location of the community psychologist in the relational dimension of reality; 2) the context in which the community psychologist works as a professional; 3) community psychology in the context of armed conflict and peace dialogues in Colombia; 4) the necessary training of the community psychologist in the Colombian context of the 21st century; and (5) networking strategies.

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Transformative Communities and Social Change: Preventing Mental Health Problems in Europe.

Carr, N. (Haukeland University Hospital, Norway), Roehrle, B., & Grung, G.

This symposium aims to outline innovative approaches in preventing social and mental health problems among the younger generation of Europe. Building on values from human rights movements, social justice and volunteer groups, the symposium proposes a stronger collaboration between community psychology networks (ECPA) and traditional psychology associations (European Federation of Psychologist Associations, EFPA). The two presentations from EFPA Standing Committee (SC) will describe the role of community psychology working with cross disciplinary problems from their respective countries. Together with the two presentations from ECPA we hope to illustrate the advantages of such a collaborative approach. A community psychology perspective on prevention takes into account the different contextual and cultural identities of social problems and seeks to empower those groups who are most vulnerable to developing problems. This is called for and needed in order to address and attempt to solve the most urgent issues of our time. The problems European countries face are cross border problems, migration, climate control and social inequality, and therefore are common to all European countries. But they are also cross discipline problems by nature and can only be adressed by using multi disciplinary strategies. If we are successful in this approach, we hope that Community Psychology will become more relevant in the future Europe. Bernd Roehrle (Germany) will give a meta-meta-analysis on mental health promotion and prevention, presenting international research with results from prevention programs. These results are discussed with respect to potential strategies for prevention of mental disorders. Our Portugese colleague Maria Vargaz Moniz will present a critical review on the national drug prevention program in her country. She will discuss this in light of the work done on the de-institutionalization reforms within mental health care. Grethe Grung (Norway) will give an overview of the Introductory Program (2 years) for refugees given a residence permit. What are the success factors regarding integration in the Community and how has the program developed since the reforms of 2019? Nicholas Carr (UK) will describe the new European Prevention Network, and the structure of this model. This was formed as a direct result from the EFPA GA in Moscow 2019. At the 2019 European Congress of Psychology in Moscow, the EFPA asked their member associations to form new cross board (fields of psychology) networks. The SC on CP was asked to bring forward proposals to the EC, and a Prevention Network was proposed. Some years before this, we had already begun a historic collaboration between the ECPA and the dominant EFPA, organizing more than 300,000 registered professional psychologists. This short history started in Istanbul 2011, as an EFPA Task Force, and continued in Stockholm 2013 with the SC. The SC has gathered information about ongoing CP research, training and practice from more than 30 European Universities. We have provided a description of the Professional Competencies and an overview of definitions of CP as basis for these competencies. The ECPA was an informal network which developed into a formal Community Psychology Association in 2006. Today the association has 200 members, but approximately 1000 colleagues are connected in different ways. We have ambitions to arrive at a broader description of a prevention competency model and develop guidelines for training in CP prevention across Europe.

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Pacific Youth Development and Empowerment.

Suemai, T. (Massey University, Aotearoa/New Zealand), Suemai, T., Afeaki-Mafile'o, E., Tauveli, H., & Alefaio, S.

Pacific youth in Aotearoa/New Zealand are the fastest growing population with the potential to create innovative solutions for the most current pressing challenges. Affirming Works, a Pacific social enterprise in Aotearoa/New Zealand established since 2001 with 18 years' experience, and Charis Mentoring Inc., a Pacific (or Pasifika) not-for-profit Youth organisation established in Melbourne since 2012, are Pacific-indigenous initiatives that are today's innovative solutions for supporting Pacific youth to fulfil their greatest potential. Church and Christian Faith are highly valued by Pacific communities and understanding how Pacific youth draw on this as tools for mental health and wellbeing is the focus of this symposium. The Symposia Panel consists of: (1) Taua and Tia Suemai, (2) Emeline Afeaki-Mafile'o, and (3) Hulita Tauveli. Together they will collectively exemplify the importance of Pacific Youth development and empowerment in their presentations.

Presenter 1: Mr Taua Suemai and Mrs Tia Suemai (Charis Mentoring Inc. Founders). Charis Mentoring Inc., a non-profit Pasifika Youth Organisation was established to support the growing needs and challenges faced by the increasing population of Pasifika young people in Metropolitan Melbourne. A scarcity of Pasifika youth research and culturally responsive services within Victoria, Australia, led to Tupulaga Pasifika, a profile report we developed and wrote focusing on Pasifika Young People in Brimbank, a Local Government Area within Victoria, Australia. Charis Mentoring Inc. utilizes Tupulaga Pasifika to help amplify the voices of Pasifika youth through the sharing of their aspirations, identifying Pacific cultural strengths and issues currently at the fore. Together with their own recommended solutions towards a successful future, Tupulaga Pasifika contributes to the much-needed research around Pasifika Youth in Australia and aims to lead conversations, aiding better understanding of Pasifika youth and informing ways to best support their journey towards sustainable wellbeing.

Presenter 2: Mrs Emeline Afeaki-Mafile'o (Affirming Works Founder & PhD Candidate, School of Psychology). Affirming Works (operated by Emeline and her husband Alipate Mafile'o) has been operating for nearly 20 years providing Pacific-based mentoring programmes for Pacific youth in Aotearoa/New Zealand, offering support, guidance and appropriate care so youth are able to reach their full potential. Affirming Works' approach is based on Pacific cultural principles of love, humility, respect and support to provide Pacific Youth opportunities to develop as influential leaders in their communities. Expanding on youth development, Emeline and Alipate own and operate Tupu'anga Coffee, an ethical trade product that forms the basis of their social enterprise Community Café, which contributes back to enabling community development programmes. This internationally renowned social enterprise runs five Community cafes in Auckland, Aotearoa/New Zealand through their co-operative coffee farms in Tonga.

Presenter 3: Miss Hulita Tauveli (PhD Candidate, School of Psychology). Pacific youth come from a Church or Christian Faith-based background. Therefore, it is reasonable to suggest faith-based tools such as prayer, choir practice, church activities and bible reading as appropriate alternative coping strategies for Pacific youth. Hulita's research project hopes to capture the perceptions, stories and values of faith-based approaches for Pacific Youth across the Pacific-indigenous organisations of Affirming Works and Charis Mentoring Inc. to find out how Pacific youth are empowered through their faith. This will help inform practices and provide a culturally safe space for awareness and understanding in creating healthy communities for youth of the Pacific diaspora.

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Community, Diversity, and Values: Suggestions from PSOC Research.

Brodsky, A. (University of Maryland, Baltimore County, United States), Mannarini, T., Rochira, A., Procentese, F., Gatti, F, Fedi, A., Tartaglia, S., Hombrados-Mendieta, I., Gómez-Jacinto, L., & Fisher, A.

Psychological Sense of Community (PSOC) is a theoretical concept that has been central to the study of communities since well before Seymour Sarason first coined the term in 1974. To this day PSOC has been the focus of considerable research and has enormous relevance to the study of communities and the individuals and groups who inhabit them. The symposium will bring together three contributions that will offer the audience the opportunity to reflect and discuss both conceptual aspects of PSOC and practical implications for collective life that derive from the connection/disconnection of PSOC with community diversity and community values.

The first presentation (Anne Brodsky, USA) will address the conceptualization of PSOC, which whether: individual or collective; negative, neutral, or positive; singular or multiple; compatible with or antithetical to diversity, is central to the utility of PSOC as an independent and dependent variable in any number of real-life applications. This presentation will set the stage in terms of theory, history, and consequence of the PSOC concept for the empirical studies to follow.

The second presentation (Terri Mannarini with a group of Italian CP researchers) will address basic human values as PSOC determinants. Values play an overarching role in the orientations of individuals and may also influence the general attitudes towards community and community ties. Moreover, as values are culturally determined and supported by normative environments, the ascertainment of the relationship between values and PSOC can offer significant indications for interventions aimed at promoting community wellbeing. The results of a multi-centric study, which attest different patterns of PSOC-values relationship, will be presented and discussed.

Finally, the third presentation (Isabel Hombrados-Mendieta and Luis Gómez-Jacinto, Spain) will focus on the role of PSOC in the social integration and well-being of immigrants. The degree of interaction and social integration between immigrants and the rest of the community, constitute key elements in promoting immigrant health and well-being. Thus, PSOC is of particular relevance as it facilitates relationships, well-being and integration to new contexts. Low levels of a PSOC may affect health, because of an absence of people with whom to share daily problems, as this can lead to the development of high stress levels. By contrast, a more positive PSOC can promote good mental and physical health through the process of social integration and establishment of positive relationships that mobilize support and shared resources. The symposium will be chaired by Adrian Fisher, Emeritus Professor at Victoria University, Australia.

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Engaging and Mobilising Communities to Prevent Violence Against Women in Localised Settings.

D'Arcy, C. (Each, Australia), Shearson, K., Turner, C., Bottomley, D., Livingstone, A., Aydogan, S., & Streker, P.

Research suggests that preventing violence against women needs to address gender inequality at all levels of an ecological model. Working at the community level opens up opportunities for engaging and mobilising people across diverse genders, ages, backgrounds and cultures through the various settings where they live, work, study and play. This Symposium showcases community mobilisation initiatives for primary prevention of violence against women in three different settings across Melbourne: playgroups, community houses and a university. We explore both shared and separate threads in these projects, including their common focus on involving communities in disrupting gendered power inequalities, while adapting these to specific community contexts. We also explore the complexities of undertaking this work within a longer term goal that seeks to build critical mass and social change within and across communities.

The Momentum Project. The Momentum project employed community engagement and mobilisation strategies in a university-based initiative to prevent violence against women. Young men were trained and mentored to develop and deliver primary prevention projects within their local communities. This paper explores the development of the young men as allies. It has been argued that male-led projects require safeguards against reinforcing unequal power relations. A women's reference group, consisting of young female peers, was incorporated into the project design. Thus, we also examine strategies to embed accountability in the Momentum project from the perspective of the young women engaged in the reference group.

Playing the Equality Game. Talking with mothers of young children from diverse communities in Melbourne's North-West about bringing up their young children within the context of respectful relationships can be a powerful tool for prevention of family violence. Conversations were held in twenty playgroups from a variety of language and cultural backgrounds exploring the twin issues of respectful couple relationships and bringing up children together. Thematic analysis identified open communication, respect and shared values as common aspects of those issues across cultural groups. An extension of the project includes preschool children in conversations about gender equity and gender equality across and within cultures.

Taking Action in our Community. Taking Action in our Community (TAC) aims to mobilise communities in Outer Eastern Melbourne in preventing violence against women through community houses. TAC is informed by SASA!, a Ugandan Randomised Controlled Trial that demonstrated the potential effectiveness of community mobilisation for preventing violence against women, and was subsequently adapted for implementation in twenty countries. Using action research, TAC is translating such learnings while developing models from the ground up. Stage 1 shows 15 houses leading local conversations on gender equity. Messages subsequently displayed on 'clotheslines' will be their first co-ordinated action. Collaborative planning following evaluation will build future stages.

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Community Psychology in Gender Violence at Stake.

Arcidiacono, C. (University of Naples, Italy), Di Napoli, I., Procentese, F., & Esposito, F.

Women's violence is a widespread phenomenon in the European context, where 62,000 women have reported violence (FRA, 2014). Violence against women represents a huge social and health problem (WHO, 2016), that threatens the development and respect of the human rights of women (ONU, 1993; WHO, 2012). The idea promoted by the symposium is to discuss psychological and community interventions for ending violence against women. The symposium answers the following questions: how is the violence taken in charge by social and health services? What are the possible strategies for ending violence against women? How to involve the perpetrators in the treatment programs? What are the protective measures for women?

The first talk of the symposium by Fortuna Procentese (University of Naples, Italy) will discuss the poor preparation of operators of social and sanitary services in taking in charge women victims of violence, which is a strong deterrent factor for the reduction of the phenomenon (Francis, Loxton & James, 2017). Research will be presented exploring how stakeholders and professionals of domestic violence systems represented the perpetrators and their adherence to the intervention programs. The data explained a fragmentation and lack of shared representation of the violence and of the perpetrator's treatment, highlighting the need for a complex vision of violence favouring the co-construction of capacity building skills.

The second talk of the symposium by Immacolata Di Napoli (University of Naples, Italy) will discuss an emotional and behavioral self-assessment program to facilitate the perpetrators' recognition of the antecedents and consequence of their violent behaviours. The programm is realized in EU ViDaCS (Violent Dads in Childs' shoes) project (EU REC-AG-2017/REC-RDAP-GBV-AG-2017); grant 268650. The presentation will examine how the serious game induces the perpetrator, "in childs' shoes", assuming that this experimental position of identification in the other body, feelings and cognitions gives to the perpetrators the opportunity to discriminate between appropriate and inappropriate behaviours in domestic context. The third talk of the symposium by Francesca Esposito (University of Oxford, UK), an activist, advocate and researcher, focuses on the regimes of mobility control and particularly, on the detention and deportation systems in Italy, Portugal and the UK. Her experience is related to the lived experiences of women confined inside detention sites, as well as on how detained women try to make sense of and resist the violence and the restrictions imposed on them by border enforcement. The presentation reveals extraordinary instances of protagonism, agency and resistance, showing how although these women are troubled by the scenarios of violence, uncertainty and ambiguity they nevertheless struggle in the pursuit of a life to be lived and continued. This work evidences the failure of security approaches to human mobility, and the necessity to rethink the measures adopted to guarantee women's protection and rights rather than merely labelling them as "illegal migrants".

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Civic Action for Refugee Empowerment: Participatory Strategies to Promote Refugee Justice.

Dutt, A. (University of Cincinnati, United States), Jacquez, F., & Wright, B.

The purpose of this symposium is to discuss participatory research and action strategies to improve the experiences of resettled refugees. Specifically, this symposium will include three, 10 minute presentations on different aspects of a participatory project developed collaboratively with diverse groups of refugees and stakeholders residing in Cincinnati, Ohio, and 30 minutes of collaborative group discussion. Cincinnati, Ohio is a mid-sized city in the Midwestern United States. Despite being considered a nontraditional immigrant destination city, Cincinnati is home to more than 25,000 refugees including both families and individuals initially resettled in the region, as well as secondary migrants who moved to the area after being resettled elsewhere. In the Fall of 2018, we began working with a team of 12 refugee co-researchers from seven different countries to develop a research and action project geared towards better supporting refugees in the local area. Our participatory project centers on refugees developing and enacting their own agenda for empowered civic engagement in the Cincinnati region, and developing and implementing cooperative action to achieve shared goals. We have collaboratively developed and implemented a survey to over 300 refugees in the city, organized focus groups to discuss the findings with diverse groups of refugees and are currently planning collaborative actions to address significant concerns identified in the survey findings. With the number of refugees increasing globally, as well as hostility towards immigrants and refugees, the overarching goal of this symposium is to provide examples and open up discussion about how to create environments that aim to actualize justice for refugees in local communities. In the first presentation Farrah Jacquez, Professor of Clinical/Community Psychology will discuss strategies used to conduct a scientifically rigorous mixed method research project while sharing decision-making between university and refugee partners. Specifically, we will describe how we optimized the rigor, relevance, and reach of the research by leveraging the lived experience expertise of refugee co-researchers with the scientific expertise of faculty. In the second presentation, Bryan Wright, Director of Cincinnati Compass, an organization supporting immigrants and refugees in Cincinnati will discuss how community organizations can leverage relationships with local stakeholders to take seriously the concerns and agency of refugee community members. Further, he will discuss the role of local community organizations in supporting community-based research with refugees. In the third presentation Anjali Dutt, Assistant Professor of Social/Community Psychology will share insights from the findings of a participatory community survey exploring the concerns and goals of refugees in the Cincinnati region. She will make connections between the development, findings, and implications of the methods and findings to values of liberation psychology which aims to produce research that addresses oppressive sociopolitical structures. Following these presentations, we will invite broader discussion among all attendees exploring the questions how do we create and sustain ethical and generative research collaborations with members of the refugee community? And, how do we enact meaningful change in our communities to better serve growing refugee populations?

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Atmospheres of Inclusion: How School Climate Relates to Belonging and Being Resilient.

Reich, S. (University of California, United States), Renick, J., McMahon, S., Tergesen, C., Bare, K., Zinter, K., Garcia, Y., Lynch, G., McMahon, K., Zimmerman, M., Hsieh, H., Heinze, J., Reischl, T., & Cunningham, M.

In considering how to promote inclusive environments, one of the conference themes, school climate is of utmost importance for children and educators. School climate involves the values, norms, practices, and relationships within schools (Thapa et al., 2013) and has been shown to contribute to feelings of belonging, safety, and inclusion as well as academic success, school engagement and positive and negative behavior (Marshall, 2004; Wang & Holcombe, 2010). Drawing on data from teachers and students in schools throughout the U.S., this symposium identifies key aspects of school climate and how they relate to students' and teachers' feelings of connection, experiences with school violence, and resilience after violence exposure. The first presentation, taking the teachers' perspectives, draws from a sample of 2,431 teachers' descriptions of their most upsetting experiences with violence in school. Using and adapting a school climate framework, we elaborated upon the four domains of school climate (safety, community, academics, and institutional environment) and corresponding dimensions to understand teacher experiences with violence. Common themes were identified and examples will illustrate teachers' experiences with violence from multiple perpetrators, including students, parents, colleagues, and administrators. These themes help to expand our understanding of how violence relates school climate. The second presentation considers how school climate (e.g., attitudes towards school, feelings of trust/safety at school), perceived empowerment, and maternal support buffer the detrimental effects of school violence. Guided by Resiliency Theory, a cumulative promotive factor approach was used with 444 youth (10-14 years) in Florida to test the moderating effect of this factor on the path between exposure to violence at time 1 and aggressive behavior at time 2. The third presentation involves a content analysis of 1,226 middle-schoolers' (11-14 years) responses to what they like most about their school and what they would like to see improve. These responses, thematically coded in light of the school climate framework, were used to predict students' sense of belonging to school. While we found most aspects of climate to be significantly related to feelings of belonging, the magnitude of these relationships varied based on gender, age, and ethnicity, demonstrating that within the same school, climate is perceived differently and differentially influences students' feelings of connection to the school. Collectively, these three presentations, along with facilitated audience discussion, underscore the importance of school climate for promoting feelings of inclusion for students and teachers as well as supporting children's resilience in the face of school violence.

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Institutional Transformation to Support Gender Equity: Case Examples from Around the World.

Bond, M. (Center for Women & Work, Umass Lowell, United States), Gorman, B., Roberts, E., & McCloskey, K.

Fostering a diverse workforce has been touted as an issue of social justice and as critical to organizational creativity and success. Yet it remains challenging to effectively address the many barriers to the success of underrepresented groups (e.g. women; LGBTQ+; ethnic, cultural and racial minorities). In this symposium, we will suggest that the most successful diversity and equity initiatives are guided by systems principles at the core of community psychology – specifically that transformative change efforts should: 1) address multiple levels of analysis (e.g. individual, interpersonal, organizational and societal); 2) attend to interdependencies and reciprocal influences among people and settings (e.g. engage diverse constituencies; adapt strategies to unique organizational characteristics); 3) identify informal as well as formal sources of influence (e.g. involve respected opinion leaders); 4) do more than redistribute resources (e.g. moving different people into leadership roles) but also alter daily social processes such as interactional patterns, routines, and norms; and 5) attend to dynamic forces that both facilitate and inhibit systems change (e.g. disrupting negative processes and removing barriers to positive alternatives). In essence, we argue that supporting the success of underrepresented groups in the workplace requires bold, multifaceted efforts to truly transform institutions. To illustrate, we will present three case examples of transformational initiatives aimed at supporting the genuine inclusion and success of underrepresented groups. All are about the academic workplace, yet each case is set within a different national context. At Deakin University, in Melbourne, Australia, the Diversity and Inclusion team has introduced the concept of Task Forces to embed University-wide policy and practice at a School/Department level. Each staff/faculty Task Force utilizes influential individuals to drive diversity and inclusion change from within. They are action-oriented, connected to outcomes, and driven by broader University strategy. At University of Massachusetts Lowell, in the US, an NSF-funded faculty team has developed a multi-leveled program to address subtle daily biases faced by faculty from underrepresented groups. A strategic element is peer-led bystander training to build an institution-wide community of support for challenging microaggresions. At Queen's University Belfast, structural and cultural change to support gender equity has been driven by Queen's Gender Initiative (QGI), an independent, female-focused unit connecting with the Vice Chancellor, senior managers and departments. QGI-promoted policies adopted by the University – e.g. flexible-working, enhanced childcare provision, core business-hours agreement, and family friendly policies – which not only benefit women, but everyone with caring responsibilities, engendering an inclusive culture. External peer review processes - such as Athena SWAN in the UK and SEA Change in the US - have promoted self-assessment and progressive action both at Institutional and Department levels. Three 10-minute presentations will be followed by audience reflections and discussion. We will invite participants to share their own experiences with institutional transformation. Discussion questions will include: what are the challenges and opportunities presented by the varied approaches? In what ways do these interventions actually "transform" institutions versus promote more superficial change? What ideas does this discussion provoke for participants to use in their own institutional change efforts moving forward?

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Mental Health in the Creative Arts.

Hosking, G. (Victoria University, Australia).

Creative Artists (including but not limited to: singers, actors, dancers, writers and musicians) work in a demanding industry. Unemployment, underemployment and a short employment lifespan as well as a competitive environment and difficult working conditions have been established as challenges. This symposium will present the results of three studies investigating the mental health, wellbeing and experience of creative artists. The first will present the results of a quantitative study of performing artists. It will discuss the higher rates of mental health symptomatology, suicidality and substance use and lower rates of overall mental health for this population. The second will present the results of a qualitative study investigating the lived experience of musical theatre performers where themes including culture, environment and a lack of external recognition were identified. Further work will be presented on the results of a study investigating the lived experience of artists (musicians, dancers, a writer, singer, visual artist, actor and performance artist) from Culturally and Linguistically Diverse backgrounds. The results indicated themes related to the creation of art, culture, acculturation, identity and well-being. These studies will be discussed in the context of the mental health of creative artists including implications for working within this community.

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Embracing Interdisciplinarity within Community Psychology to Support Inclusion of People with Disabilities.

Labbé, D. (University of Hawaii At Manoa, United States), Agner, J., & Suarez-Balcazar, Y.

The social model of disability argues that reducing structural, cultural and social barriers supports inclusion and empowerment of people with disabilities. However, in most societies, structural barriers towards people with disabilities remain clear and profound. This results in people with disabilities experiencing lower levels of community participation than their non-disabled peers. One reason for this disparity may be that disability-focused interventions and studies have been planned and executed in academic and disciplinary silos. This has prevented the cross-pollination of ideas, expertise, and approaches. A more interdisciplinary approach would contribute a broader understanding of how to create inclusive communities, and deepen our collective impact. Moreover, community psychology research and interventions have not traditionally involved people with disabilities, despite the fact that community psychology principles and values align very well with the social model of disability. Through interdisciplinary approaches we can expand our impact as community psychologists and employ interventions that are grounded in diverse perspectives, epistemologies, and skill sets. In this symposium, the presenters will share three examples of how collaboration with other disciplines enriched opportunities to support the inclusion of people with disabilities in their communities. The first example, from Vancouver, Canada, demonstrates how city workers changed their attitude and behaviours regarding urban accessibility and inclusion of people with mobility limitations. This project integrated urban planning, occupational science and community psychology. The second describes an initiative in Hawai`i to engage hard-to-reach people with HIV/AIDS in medical care. This presentation examines how the social model of disability, community psychology, and occupational science can improve care for those experiencing the medical model. Finally, the last presenter will discuss a health promotion intervention at the intersection of race and disability, which involved Latino families living with children with disabilities to reduce obesity in Chicago. This project intertwined disability studies, occupational therapy and community psychology. The participants in the symposium will be invited to discuss their own experience of working in interdisciplinary studies, using their community psychology background and expertise, as well as the benefits and challenges they experienced. The symposium will also be the opportunity to critically assess the concept of interdisciplinarity in the already broad and complex community psychology discipline.

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Deconstructing the Sense of Community in Situations of Poverty: Proposals from Latin America.

Moura Jr, J. (University of Internation Integrantion of the Afro-brazilian Lusophony (Unilab) and Federal University of Ceará (UFC)), Ayala Rodrígues, N., Cabrera del Valle, R., Castillo, T., & Campo, T.

Revisions and researches of the concept of Sense of Community (SC) have historically worked from a description centered and analyzed from the individual in function of questionnaires and interviews that analyze mainly individual responses. The SC phenomenon has been observed from theoretical individualistic positions, establishing a psychometry of the emotions and feelings that people express, live, or experience about the community in countries of the Northern Hemisphere. Macmillian and Chavis' proposal still has an unstable structure, requiring new contributions for a deeper understanding of the phenomenon in poverty situations in countries of the Global South. Thus, this symposium aims at deconstructing the concept of the sense of community from Latin America. Firstly, Rodrigo Cabrera del Valle, University of Valparaiso, Chile, will generate reflection and debate on the ontological elements of the concept as an opportunity to generate discussion and reflection. Thus, it is understood that communality can be central to human development, but will this be linked in all social contexts? Nelly Ayala Rodrígues from the Catholic University of Colombia presents the design and development of a digital tool as a strategy to support the pedagogical work of community psychology teachers, community managers and social facilitators, on the subject of SC, who work with groups in a condition of psychosocial vulnerability. So, which innovative strategies can identify SC? Teresita Castillo and Teresita Campo from the Universidad Autonoma de Yucatán, México, present the advances of research on the validation of a scale on SC in marginal urban contexts of the city of Mérida, Yucatán as part of international research. It is based on the importance of SC in the strengthening of the social context as the basis of a safe and peaceful society, which highlights the need for valid and reliable instruments for measuring it. Is it possible to question whether SC could also be a category linked to oppression? James Ferreira Moura Junior of the University of International Integration of the Afro-Brazilian Lusophone, Brazil, will present the understandings of SC of women in poverty in a rural community in Brazil. The lack of knowledge among people of the needs and resources of their environments, added to the deteriorated levels of emotional bonds, affect the construction of processes of self-management and community development. It is then questioned whether SC can be the same for different social groups. Hence the deconstruction of SC should be a process with the capacity to mark out and contribute to the reduction of poverty in its various dimensions.

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Researching to End Homelessness: Community Psychology Contributions for the HOME_EU Project.

Ornelas, J. (Ispa - Instituto Universitário, Portugal), Greenwood, R., Manning, R., O'Shaughnessy, B., Vargas-Moniz, M., Monteiro, F., Loubierre S., Santinello, M., & Lenzi, M.

Housing First as a response to long-term homelessness is anchored in a consistent body of transcontinental evidence on effectiveness and results that consistently differ from traditional congregate responses including group-homes, shelters, or any other congregate or temporary housing solution also addressed to as the Continuum of Care or Staircase model. The HOME_EU (GA/726997), financed by the Horizon 2020 attained a series of results consistent with other research projects demonstrating the HF model capacity in reversing homelessness and promoting recovery (e.g., Greenwood et al., under review). The symposium provides an overview of the Project studies, implemented by a consortium composed of seven Universities, three Non-governmental Organizations, and a Municipality from 9 European Countries.

The first presentation is focused on the Experiences of Homeless Services as Capabilities-Enhancing in Eight European Countries, authored by Greenwood et.al. According to the capabilities approach, equality is best understood as the individual's freedom to do and be in a particular context. Recently, the capabilities approach has been applied to theoretical and empirical work on homelessness. Homelessness has been referred to as a situation of "capabilities deprivation", and the extent to which homeless services restore or enhance capabilities is of increasing interest. Housing First (HF) programs, with their emphasis on consumer choice, recovery and home, are hypothesized to be experienced as more capabilities enhancing than traditional homeless services, with their emphasis on treatment, compliance and housing readiness. In this presentation, we will describe findings from a large, mixed-method study of homeless services users' capabilities. Using questionnaire data, we demonstrate that HF participants (n = 583) experience more choice and more housing quality, which in turn, predicts experiences of homeless services as more capabilities enhancing. Using data from semi-structured interviews with a subset of participants (n = 76) we present findings that, for participants engaged with HF programs, the establishment of home is integral to their experiences of capabilities in terms of interpersonal relationships, social networks, and community interactions. Results are discussed in terms of implications for systems change, practice, and policy. The second presentation authored by Santinello et al. focuses on the outcomes of a mixed-method (including focus-groups and photo voice) study on the service features and the experiences of the providers and how service characteristics of the services impact the service users' outcomes. The third study authored by Vargas-Moniz, et al. is about the impact of social policies in the HF programmatic development. Finally, the Citizens study reports on the Knowledge, attitudes and practices and willingness to pay for the HF model resulting from 5295 valid surveys distributed by eight weighted representative samples from each of the participant countries. The overall results indicate that the citizens are supportive of the HF model as a response to persistent homelessness. In each of the presentations the community psychology contributions are to be addressed, ranging from participatory research methods, to measure selection, and also for organisational policy guided discussion and for the citizens study there is also a public health approach to address homelessness in Europe.

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On the Crest of the Wave: Surf Therapy and Global Wellbeing.

Ward, P. (University of New South Wales, Australia), Primacio, K., Pilgrim, J., & Marshall, J.

Whilst many people enjoy surfing as a recreational activity and sport, surf therapy takes a structured approach to surfing to achieve a therapeutic benefit. Surf therapy currently plays a significant role globally in improving people's health and wellbeing. Target groups include, but are not limited to: disadvantaged children and youth; people with autism spectrum disorder; people with physical impairments; and people with post-traumatic stress disorder, depression or other forms of mental illness. The last five years have seen a rapid increase in the use of surfing as therapy for a range of these vulnerable populations. The International Surf Therapy Organisation (ISTO) was formed in October 2017 to bring together the knowledge and expertise of people using surf therapy in a range of settings and populations. ISTO aims to expand the evidence base for the effectiveness of surf therapy and use this evidence to convince health care providers and policy makers that surf therapy should be seen as a key component of routine care.

Professor Philip Ward (UNSW Sydney) was one of the founding members of ISTO, and recently joined the board of the Waves of Wellness Foundation in Australia He will chair this symposium that features leading global surf therapy practitioners and researchers. Kris Primacio led the Jimmy Miller Memorial Foundation surf therapy program in California for several years, and now serves as CEO of ISTO. Kris will outline the role of ISTO in identifying and nurturing new organisations that offer surf therapy, supporting the standardised collection of outcome data, and building awareness of the benefits and applicability of surf therapy in the global therapeutic community. She will also report latest developments in the field that emerged from the ISTO conference in Manhattan Beach, California, in November 2019. Jamie Marshall, a PhD student from Edinburgh Napier University (UK), will describe his research that took a grounded approach to explore programme theory in three leading surf therapy organisations working in different settings (California, USA, Harper, Liberia and Newcastle, Australia). His work enabled a comparison of theoretical similarities and contextual differences within the global surf therapy paradigm. The findings highlight key elements of surf therapy that can enhance service optimisation and expansion into new settings whilst providing further qualitative support for therapeutic efficacy. Joel Pilgrim is the CEO of the Waves of Wellness (WoW) Foundation, Australia's largest surf therapy organisation, currently operating in NSW, Queensland and Victoria. In partnership with the Movember Foundation, WoW designed and implemented the first men's wellness surf therapy program. Pilot programs conducted over two years were evaluated, in conjunction with the University of Waterloo, Canada, and First-Person Consulting, Melbourne, covering 38 programs and 492 participants. Pre- versus post-program qualitative and quantitative analyses demonstrated that participants reported increased overall life satisfaction, a very high level of satisfaction with the surf therapy program and increased mental clarity. WoW is currently working to extend this program to regional communities Australia-wide.

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A Land of Milk and Honey? Experiences of Food Insecurity in NZ.

Graham, R. (Massey University, Aotearoa/New Zealand), Jackson, K., & Masters-Awatere, B.

This Symposium explores the ways in which insufficient access to food materialises experiences of poverty. Ways forward in challenging dominant hegemonies surrounding hunger in wealthy neoliberal nations are considered. Each of the presentations discusses how relevant agencies, communities and researchers can work together to negotiate dynamics of power, and details challenges in translating research findings into policy and practice. As a whole, this Symposium considers how broader socio-political and economic factors play out in the everyday lives of marginalised groups and examines how communities, practitioners and researchers can counteract dominant narratives and create spaces and places of belonging and wellbeing. Presentation 1 summarizes research with food insecure families and explores practical ways for challenging dominant neoliberal narratives surrounding food insecurity. This presentation details ways in which experiences of poverty can be communicated in a humanizing manner, the value of taking an immersive approach to research, and ways of incorporating values-based praxis into research dissemination. In doing so, we provide a practical exemplar of community psychological theory and values as utilized in real world situations. This presentation highlights the way in which articulating alternative accounts via mechanisms such as social media and popular media platforms can work to deconstruct hegemony, how political agitation can be incorporated, and the need for communities of support in enabling long-term advocacy. Presentation 2 examines responses to hungry school children and their families in Aotearoa and considers why school-based feeding schemes are proliferating in the current period. This research employs an interdisciplinary narrative research approach across a broad range of materials, including historical resources, policy and mainstream media, and material generated by charities and corporations regarding feeding children in schools. In addition, the everyday lifeworlds of parents feeding their children on low-incomes were explored through interviews. Despite ‘child poverty’ providing a platform to mobilise ameliorative responses to issues such as hunger in schools, ‘child poverty’ renders families, whanau and communities invisible and/or culpable. While seeking to support human flourishing, we suggest caution with activating compassion through the ‘child poverty’ model. Instead we build on possibilities for supporting children’s rights in congruence with families, whānau and the wider communities within whom children’s wellbeing is inextricably entwined. Presentation 3 discusses findings from the Harti Hauora Tamariki research project. Specifically, that whānau caring for tamariki Māori (0-4years) who had been admitted to the paediatrics ward at Waikato Hospital were going hungry and had inadequate access to food/meals. The absence of enough to eat while caring for a sick child in hospital heightens the distress, concern and worry that whānau face. Feelings of hunger intensify marginalisation and isolation. We argue that a radical re-shift of public health approaches to include the flourishing of all whānau members is much needed. Delivering meals to support caregivers–who provide much-needed physical and emotional cares for the child–is one such radical solution that is struggling to find traction.

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Reclaiming the Village: Recognizing and Naming the Colonial Matrix of Power.
Jimenez, T. (National Louis University, United States), Lee, G., Palmer, G., Somerville, D., Samuel, J., West G., Donaldson, S., & Motley, K.

"The purpose is not just to tell but to show how decoloniality happens." - Gloria Anzaldua

There is a colonial voice inside each of us that is sometimes hard to acknowledge. It is intertwined in so many aspects of ourselves, and the ways of the world broadly speaking. Layers of dominant narratives weave a structural fabric that is a way of being and knowing, not just a structure of oppression. These systems of beliefs are often so engrained, and change over time, that we integrate them into our own ways of being without realizing it has occurred. We have become independent agents of forces of coloniality without the need to be instructed to do so. Yet, at the same time, we carry memory, sometimes silenced, of different ways of being, doing, and knowing. As we continue to raise our levels of consciousness, we engage in acts of resistance and re-existence, coming back to our deeper ancestral roots, and to a more decolonial mindset (atmosphere) that may open new options. This session will describe how stories of impact can be brought to light by using a framework of coloniality as well as how those stories can amplify and deepen the understanding of coloniality itself. We will explain the historical context and etiology of this project, describe the decolonial praxis experienced over two years, present themes of stories, and a theoretical framework of what we call "the Octopus". Participants will share how this storytelling and reflection process has helped to see how each thread of this 'matrix of power' interconnects within each story, ultimately uncovering how coloniality works within ourselves and the world around us. Importantly, we will describe how this collaborative praxis can act as a catalyst in moving towards building decolonial villages.

Questions to be explored include:

- Based on the stories highlighted here, do you hear any similar themes from your own story and the community's story?
- How can you see using a form of this decolonial praxis in identifying how the octopus works in your own life?
- What do you see as the potential impact of doing this work on a broader scale?
- How do we collaborate to make the octopus more visible?

We all see different parts of it, and we really need many perspectives to understand the manifestation of the octopus in its entirety.

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School Violence: Student, Teacher and Community Experiences.

McMahon, S. (Depaul University, United States), Varela, J., Ornelas, J., Vargas-Moniz, M., Zimmerman, M., Garcia, Y., Zinter, K., Bare, K., Tergesen, C., Sánchez, P., & González, C.

School violence and aggression are persistent problems around the world, and unfortunately, our educators are not prepared to address these chronic issues. In this symposium, we will present empirical findings on school violence from three national projects that span the United States, Chile and Portugal. These studies attempt to understand patterns of violence among students and teachers. McMahon will describe results from an APA Task Force study of 2,998 United States teachers' experiences with 11 types of violence by educational level (elementary, middle and high school). Results indicated that middle and high school teachers were more likely to report property and harassment incidents over the current or past year compared to elementary teachers; whereas, elementary teachers were more likely to report physical aggression. Further, urban teachers, Caucasian teachers, and teachers with fewer years of teaching experience reported higher rates of teacher-directed violence. Varela will present a model of school violence among 7,036 students in Chile, from 150 schools, including community violence data from 68 communities, building an HLM model. Results provide evidence connecting violence at the community level with school variables such as school climate, victims and perpetrators of violent behavior among Chilean students across the country. In addition, results indicate a stronger effect for victims than perpetrators, indicating a possible unique pattern of victimization for them. Moreover, all school climate measures were significant, indicating a possible more proximal effect from the school context for urban adolescents in Chile. Ornelas and Vargas-Moniz will present an action-research community-based project focused on contexts with persistent academic retention and drop-out involving the schools, the families and the local communities in Portugal. Zimmerman, our discussant, will derive overarching themes across presentations based on his extensive experience with schools. We will also discuss implications for research, practice, prevention and policy to move the field forward. Discussion questions will include: 1) What are your experiences with violence and violence interventions in schools? 2) How do school context, climate and culture influence patterns of violence in schools? 3) What strategies have been successful in school systems that you have worked in? This session will examine violence from different perspectives and different contexts, as well as examine commonalities and cultural differences with a goal to better address violence and aggression in schools, improve training for educators, and improve school safety for students, teachers, and administrators.

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Sustainable Communities as Inclusive Communities: The Role of Social and Political Participation.

Pozzi, M. (Università Cattolica Del Sacro Cuore, Italy), Procentese, F., Di Napoli, I., Stukas, A., Katja Petrovic, K., Marques M., Marta, E., & Pistoni, C.

United Nations (UN) countries have adopted a set of goals to end poverty, protect the planet and ensure prosperity for all: in fewer words, to create sustainable communities. A sustainable community manages its human, natural and financial capital to meet current needs while ensuring that adequate resources are available for future generations. The idea promoted by this symposium is that sustainable communities are places in which people engage in community actions aimed at building and creating inclusive cultures and wellbeing. The symposium will answer the following questions: How do we promote sustainable communities favouring knowledge and involvement through community actions? How can we partner community organizations in order to create a model of community wellbeing driven by the community itself? The *first talk* of the symposium by Fortuna Procentese and Immacolata Di Napoli (University of Naples - Italy) will recommend that sustainable futures can be built by promoting social responsibility, sense of community and participation. Authors will highlight that by experiencing social responsibility, community trust and hope, people can act in order to increase personal and community well-being. They will introduce and discuss what induces and predicts civic engagement, considering as variables the role of Sense of Responsible Togetherness (SoRT), Community Trust and Hope. The expected results will give some guidance to urban planners and local governments, when promoting urban development, social empowerment, and community well-being. How different individuals and organizations take different roles, and work together, to tackle sustainability challenges? The *second talk* by Arthur Stukas (La Trobe University – Australia; with co-authors Katja Petrovic and Mathew Marques) will focus on volunteerism as an example of social participation. Research that takes a functional approach to understanding volunteerism suggests that different people volunteer for different reasons (or for more than one reason). Moreover, to the extent that they find that their volunteer activities fulfil (or match) their initial motivations, volunteers are predicted to be more satisfied and intend to continue volunteering. Stukas will present the results of a meta-analysis on approximately 3500 volunteers. Recent work has found that volunteers motivated by a focus on others rather than on themselves report more positive outcomes from volunteering alongside higher well-being. Authors will test whether matching effects on satisfaction and intentions are stronger for volunteers with other-focused motivations as compared to self-focused motivations. The implications for building and sustaining communities through voluntary prosocial action will be discussed. The *third talk* by Maura Pozzi, Elena Marta, and Carlo Pistoni (Catholic University of Milan - Italy) will focus on political engagement and in particular on how to promote political participation. Political stability can be an element of a sustainable community and political participation is a key element for an equal opportunity for all individuals to participate in and influence decisions that affect each of their lives. Authors will present a model of the intention to vote that combines self-determination theory variables within a participation psychology model. The study will highlight the importance of political identification, group efficacy and motivation in a national representative group of 2130 young adult Italian participants.

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Are 'Critical' Community Psychology and Qualitative Research Incompatible? Some Critical Methodology Challenges.

Fryer, D. (University of Queensland, Austrlia), Marley, C., Stambe, R.

With the endorsement of the American Psychological Society, the publication of the second edition of *Critical Community Psychology: Critical Action and Social Change* (Kagan et al., 2019) and the global tendency amongst community psychologists to preface the term 'community psychology' with the term 'critical', whilst leaving theory and practice unchanged, 'critical community psychology" has become the new orthodoxy. The compatibility of qualitative research methods with first community psychology then 'critical community psychology' has also long been taken for granted. For example, the abstract of *Critical Community Psychology and Qualitative Research: A Conversation* by Nelson and Evans (2014) described the article as: "a conversation between two critical community psychologists about the compatibility and theoretical connections between their field and qualitative research". But does use of the term 'critical' as a prefix to 'community psychology' have no problematic metatheoretical implications for theory of method? This symposium will argue that it does! Presenter 1 will argue that the critical project must engage radically with methodology and will explicate some challenges which emerge at the intersection of critical theory and theory-of-method i.e. critical methodology. A crucial element explicated will be the replacement for critical theorists of the modernist preoccupation with the philosophical discourse of epistemology by the critical history and sociology of knowledge and in particular inescapable regimes of truth within which no more can be done knowledge-wise, even / especially by critical scholars, than giving claims the status of truth, giving interlocking 'truthed' claims the status of knowledge and giving knowledged-how practices the status of evidence-based-practices within a historically contingent and non-necessary truthing-regime. A second crucial element explicated will be the replacement of the modernist stable, unitary, rational subject, whether the subject be the one being researched or the subject doing research, by the critical concept of the constituted subject in a perpetual flux of reconstitution. Presenter 2 will focus on the presenter's research which utilised ethnography and post-structural interview analysis, underpinned theoretically by the Foucauldian notion of the 'apparatus', to study the daily practices of activation in an employment services provider in a large urban Australian city. Having concluded that contemporary governmentality studies, which claim to present potential new pathways to avoid 'reading off discourse', actually (re)inscribed problematic notions of the 'self', the presenter will describe efforts to overcome these problems whilst in the process highlighting epistemic, ethical and political implications of the enactment of critical qualitative research methods in these spaces. Presenter 3 will focus upon the presenter's research which attempted to connect everyday social action with regards to, so-called, 'Attention Deficit Hyperactivity Disorder' to a multitude of influencing historical social, institutional, political, and economic factors that played a role in conditioning the possibility of these everyday practices enact-able, utilising critical ethnography and Foucauldian and post-Foucauldian theory. Again, there was tension between mainstream ethnographic methods and Foucauldian and post-Foucauldian theory guiding their deployment in the field. Presenter 3 will discuss the use of rhizomatic 'movement' in a reconstructed discursive field as means of engaging with the tension.

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Sustainability and Social Justice: Possibilities and Tensions.
Riemer, M. (Wilfrid Laurier University, Canada), Harré, N., & Trott, C.

In this symposium we will discuss our work as community psychologists concerned for both environmental sustainability and social justice. Each of us will outline the possibilities and tensions we are grappling with and will then open for discussion from attendees. As the chair of the session, Manuel Riemer will provide a brief introduction and overview of the link between environmental sustainability and social justice and how community psychology has been engaged in these issues. He will then reflect on the emerging concept of sustainability justice drawing from multiple examples in his work. This includes his involvement as an expert witness in an environmental justice legal case, in which members of an Indigenous community in Chemical Valley, Canada, fought for their right to clean air; a study in which the research team used an environmental justice framework as a way of engaging the youth in environmental action; and experiences in advocating for and promoting sustainability justice in local sustainability initiatives, such as creating a culture of sustainability within Canada's first commercial net-positive energy multi-tenant office building. Niki Harré will talk about her work on "the infinite game", which suggests a unified approach to human and ecological flourishing. The infinite game concerns keeping what we most value in play and prefiguring the good society by simultaneously demonstrating positive relationships with people and respect for the natural world in all our practices. While this approach allows for the deep inclusion that is integral to social justice, it takes preparation, time and care. This is in tension with the "urgency" that underpins responses to environmental issues such as climate change. Carlie Trott will discuss a collaborative research project focused on recycling engagement among lower-income residents and tenants of multi-unit buildings in Cincinnati. This work brings together university researchers and students, local policymakers, and a community-based organization to improve household recycling participation throughout the city. This research has identified a tension between residents' immediate daily concerns and the more distant benefits of recycling, both in terms of "who benefits" and when. We will then facilitate a discussion on: 1) how "urgency" sits alongside the time it takes to bring together communities, especially when these are riddled with injustice, 2) how privilege and oppression intersect with sustainability challenges, and 3) the role of community psychologists in bringing a critical, justice-oriented lens to collaborative research for sustainability. This symposium focuses most directly on "knowledge for sustainable futures" as we consider how to promote sustainability in conjunction with social justice. It also touches on "global dynamics in local expressions" as we discuss creative alliances to challenge the status quo and each of us "works the boundaries" between our universities and the communities we engage with.

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Exploring the Long-Term Impacts of a Home Buyout Program after Hurricane Sandy.
Baker, C. (University of Hawaii At Manoa, United States), Barile, J., & Binder, S.

Home buyout programs facilitate the permanent relocation of residents away from areas that are at risk from future hazards, and they are an important policy tool for climate change adaptation. Few studies have examined the impacts of home buyout programs over time. In the wake of Hurricane Sandy in 2012, New York implemented a home buyout program in several coastal communities as part of a disaster mitigation and recovery effort. This symposium includes presentations that describe the recovery paths of three communities impacted by the buyout program. Over a five-year period, participant outcomes fluctuated by neighborhood of origin on key recovery indicators, including social capital, place attachment, perceived risk, and self-reported health. The first paper describes Rockaway Park, a community that chose to rebuild in place rather than pursuing a buyout. Although this community was doing better on recovery indicators, participants described changes to their community five years later that were not positive, including areas of disrepair, overcrowding from additional traffic, and critical services (e.g. hospital) that never reopened. What was once a tight-knit community is no longer. While participants continued to report increases in their levels of place identity, their bonding with neighbors is decreasing, as is their physical health. The second paper describes the community that accepted the buyout (Oakwood Beach). Here, the process of relocation was associated with a suite of negative impacts, including losses in place attachment and social capital. Over time, these impacts lessened, as evidenced by increases in place identity that were associated with positive changes in bonding. Findings suggest that, five years after the buyout, buyout participants were able to form an attachment to their new community, and that with this attachment came increases in bonding with their neighbors, along with improvements in their mental health. While this suggests that buyout participants were able to make progress in returning to pre-disaster levels of wellbeing, relocated residents still fared consistently worse on recovery measures than residents of Rockaway Park who rebuilt in place. The third paper examines the impact of the buyout program on the community adjacent to the buyout zone. This community felt the impacts of the buyout most strongly. They described being “pretty much stuck here” as they were not given the choice to relocate; rather, they were left to experience the demolition of the neighboring community, which negatively impacted their community and individual wellbeing. Residents showed signs of decline in social capital and place attachment, in addition to greater perceived risk of hurricanes, floods, and crime compared to residents of the other two communities. Residents of this community also experienced a decline in both physical and mental health, along with experiencing the highest stress and lowest satisfaction with life among the three communities. These findings suggest that the social costs of buyouts extend well into the recovery period and radiate to communities surrounding the buyout zone. Implications for relocation policy and practice are discussed in the context of acute and slow onset hazards, including forced relocation due to climate change.

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Yarning Circle: Holding Space for Community and Activism as Indigenous Researchers.

Jackson, K. (Victoria University, Australia), Birch, T., Foley, G., Katona, J., Balla, P., Kruger, K., & Land, C.

This session is a manifestation of practice which will demonstrate Aboriginal and Torres Strait Islander cultural values in action, give insight into the methods of our community of practice within our University setting, and share with ICCP delegates some of the research being driven by members of our community. We are committed to an Indigenous research agenda of pursuing social justice outcomes through research within a framework of decolonisation. We work to enhance Aboriginal and Torres Strait Islander communities, wellbeing and empowerment through research. Specific areas of research include:

- Self-determination
- Displacement and Identity
- International activist connections
- Aboriginal knowledges & climate justice

Our collective of researchers will conduct a yarning circle amongst ourselves and we may answer selected questions from the audience. Our yarning circle will be a relaxed and rich conversation that aligns with our values and way of working. We will showcase the strength of our group and give voice to our individual members. Depending on which immediate struggles within or outside academia are top of mind, we may discuss the following topics:

- Our interest in understanding relationships to place
- How we articulate a range of creative and community-based research projects as projects of decolonisation
- How we navigate our work as community members against the demands and structures of the academy
- How we work with critical non-Indigenous researchers and colleagues

Our session breaks with traditional conference presentation style; its novel format will enrich and/or stimulate reflection for ICCP delegates. Our session is framed by Indigenous led practices of decolonising research and in it we will articulate community psychology theory and practice on our own terms with reference to empowerment, self-determination, Aboriginal community and belonging.

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Community Psychology and Integrated Student Supports.

Gruber, J. (Michigan State University, United States), Acevedo, I., & Castro, M.

Integrated Student Supports (ISS) are a coordinated system of comprehensive school-based services that address student barriers to achievement (Child Trends, 2014), and are particularly salient for students who face complex needs. ISS have the ability to improve student educational outcomes when implemented effectively (Child Trends, 2014). The symposium contributors will discuss three different US ISS initiatives in practice and their relative successes, challenges and impact. The first author will discuss findings and implications from two studies of a model of ISS prevalent in the US: School-Based Health Centers (SBHCs). SBHCs address youth barriers to healthcare and promote health equity by providing primary medical and mental health services, as well as health education programming. SBHCs have important ramifications for students' health, behaviors, and lives. The first study quantitatively examines the longitudinal impact of SBHC use on student health status, physical activity and academic performance. The second study is a qualitative examination of students' and teachers' awareness of SBHC services, as well as perceptions of and recommendations for their health center. Implications for future SBHC research, policy, and practice are discussed. The second author will discuss the implementation of an ISS approach, Full Service Community Schools, that goes beyond the SBHC model in integrating student supports by focusing on the holistic needs of students and their families, fostering student and family voice in decisions making, and attempting to improve community conditions. The presentation will focus on lessons learned over the course of several projects stemming from the ongoing evaluation of a multi-year effort to implement Full Service Community Schools within the public school district serving a legacy city in the Midwestern US. The presenter will address issues involved in defining and measuring the implementation of Full Service community schools, key factors impacting the success of adoption efforts, and practical considerations in negotiating issues of power and community voice. The third author will discuss an ongoing community coalition effort to develop and enhance ISS in a predominantly under resourced county in the Midwestern United States. He will reflect on the alternative methods utilized by this coalition to develop capacity to implement ISS in a region facing urban blight. Specifically, the presentation will focus on the application of the community coalition action theory (CCAT) through the vision, mission, objectives, strategies, and actions (VMOSA) process to enhance alignment between pre-existing healthcare service providers and institutional bodies to leverage pre-existing (but underutilized) resources given the lack of external funding. Implications for future coalition development research around the implementation of ISS are discussed.

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Reworking the Boundaries: Restoring Trust and Community after the APA Torture Scandal.

Rossi, V. (University of Padua, Italy), Olson, B., & O'Brien, J.

After 9/11 the US government became involved in the widespread use of torture. The American Psychological Association (APA) began to re-interpret their ethics so that psychologists could be involved at "national security sites" where torture was occurring. This brought a deep crisis of values within the discipline of psychology in the US. Despite evidence of psychologists' involvement in torture, the APA for years neglected any kind of responsibility while activist psychologists showed more and more evidence of collusion between the military, the CIA, and the APA. As community psychologists taking a systemic approach and due to the need for professional reflexivity, we became interested in collecting qualitative narratives about the topic. While the detainees who were being tortured in places like Guantanamo were out of reach, we were very interested in interviewing clinicians who do psychotherapy with torture survivors. Thirteen interviews were conducted, lasting approximately one hour each, covering a range of topics, including the ethics and strategies of working with torture survivors, and about the APA controversy as well. What clearly emerged across all of the interviews was the important psychological and ecological concept of "trust". The importance of settings, particularly ones that were set up to do harm, was another important theme. This paper looks additionally at the ethical boundaries and paradoxes those settings impose in pursuing clinical and community practice and professional psychological associations having a social justice ethos of not just doing harm but of doing good. The second paper will expand on the qualitative study and applying the themes of trust and boundaries to issues related to critical community psychology and human rights. The third paper will dovetail some of the thematic elements of the previous talks, focusing on the consequences professionally and personally for those who speak out against human rights violations and social injustices. Psychologists, military members, intelligence professionals, and others spoke out against the torturous activities occurring at US detention settings and the involvement of psychologists in unethical conduct. Individuals and groups within the APA, as well as interests outside of the APA, often took great measures to try to silence and discredit these voices of dissent. Some examples of how individuals took action and the resulting attacks on their character and credibility will be explored. It is our hope that this conversation can lead to a better understanding of how to support those who would speak truth to power in any setting, and we invite audience members to give their input during the discussion afterwards.

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Critical Solidarity and Community Psychology Praxes.

Malherbe, N. (University of South Africa-South African Medical Research Council, South Africa), Suffla, S., Seedat, M., Dutta, U., Atallah, D., Kessi, S., & Bell, D.

Solidarity praxis is a critical resource in struggles against coloniality's interlocking systems of oppression. However, enactments of solidarity from inside and outside community psychology are at risk of being deployed in the interests of maintaining inequalities and dominance and atomising seemingly distinct experiences. This raises a number of dilemmas and questions about the practices and politics of solidarity, with tension inherent to connecting - rather than artificially segregating - different peoples and struggles. Critical articulations of solidarity highlight that solidarity relations are spaces in which privileges exist; that building, negotiating and even transgressing relations across sites of colonial difference are integral to solidarity praxes. Solidarity engagements can challenge and break colonial orders of relations and of consciousness. Following this, and given community psychology's proximity to coloniality and institutional power, we ask three questions: 1) how do we enact critical solidarity praxis in our work? 2) in doing solidarity work, what are the ways in which we theorise, interrogate and disrupt our potential complicities in the production and maintenance of community psychology's institutional power? 3) what are our ethics of care for scholars, practitioners, students and activists at the frontlines of variously positioned, but interconnected struggles? In addressing each of these questions, the speakers' presentations will be structured around the following topics: closing the gap on otherness in solidarity; border crossings and solidarity praxis; resisting settler colonialism in community work and in our relationships; and building solidarity through emancipatory methodologies; and the makings of solidarity through reflexivities of justice. The symposium presentations will be integrated through commentary and reflections from a discussant that both underline and trouble the expressions towards epistemic justice and emancipatory praxis underlying the different presentations. In this symposium, the speakers seek not to advance an understanding of solidarity per se, but rather to explore the very texture of solidaritous engagements in our work, in our relationships, and in our struggles, as well as what de-centering community psychology's disciplinary locatedness means for how, where and with whom we stand in solidarity.

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Culturally-Informed Solidarity and Engagement: Working Within and Across Community Boundaries.

King, P. (Massey University, Aotearoa/New Zealand), Thompson, A., Yulianto, J., & Hodgetts, D.

Community psychologists engage in research and action within and across diverse community settings. Central to such work are issues of solidarity and the questioning of hegemonic structures that adversely impact community life. This symposium draws on the orientating concept of 'the conduct of everyday life' to exemplify breath in our team's efforts with their own and other cultural communities. In the first presentation Pita King will explore how issues of urbanization, modernity, and ongoing socio-economic inequalities compound the complexities of being Māori and cultivating solidarity in the city today. Of central importance is how new ways-of-being Māori that form the basis of local solidarities emerge from positions of marginality and are drawn from what is culturally, socially, materially, and spiritually 'on hand' within the urban environments many Māori find themselves today. The implications of this work for nudging our discipline towards becoming more relevant, effective, and humane in engagements with urban Māori communities will also be considered. The second presentation by Ahnya Thomson will explore the case of a Māori member of parliament, who highlighted and personalized the failings of welfare system for whānau (Māori families), but was forced from parliament. This presentation documents how other Māori women from similar precariat backgrounds to Metiria Turei interpreted the resulting media controversy as a continuation of processes of colonization and the hegemonic silencing of dissenting voice from wāhine Māori (women). Drawing from Julian Rappaport's seminal work on tales of terror and tales of joy, this paper speaks to the importance of documenting how conservative members of the settler society continue the colonial practice of denigrating Indigenous women. It is also crucial that we explore how these women resist such positioning by crafting counter hegemonic narratives about themselves, which form the basis of their solidarity. In the third presentation, Jony Eko Yulianto will explore inter-ethnic marriages between Indigenous Javanese and Chinese Indonesian people as liminal spaces that are located on the boundaries between these communities. In doing so, he will consider how the conduct of these marriages has broader socio-political implications beyond the persons directly involved. These marriage spaces reflect the transgressing of broader tensions between these communities in Indonesia today. Of specific interest are the social practices developed within these marriage spaces that foster inter-cultural dialogue and understanding across both intersecting cultures. As such, Jony will discuss how insights from the conduct of these marriages will be related to efforts to transform the social landscape in Indonesia to increase cultural tolerance and inter-group cooperation. Discussion points:

- How the relationships and processes explored in this symposium relate to your own communities.
- How community psychologists can relate the micro level of everyday community relationships and interactions to broader societal structures and process.

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Partnering to Address Gender Inequality and Enhance Responses to Violence Against Women.

D'Arcy, C. (Each, Australia), Shearson, K., Sonn, C., Ivey, G., Sharples, J., Gridley, H., Allen, S., Rosenhain, S., McBurnie, J., Crockett, B., Morgan, R., Belcher, A., & Naslund, M.

Cross-sectoral collaborative partnerships provide an important platform for addressing violence against women at local government, regional and even national levels. This symposium explores three different projects that illustrate the effectiveness of collaborative partnerships in addressing the interrelated health and social issues of gender inequality and violence against women. Examining the findings of the three partnership project evaluations, we consider their potential impacts and learnings regarding collaborative partnerships in this area. We explore elements in each of the projects relating to effective outcomes, enablers and challenges, as well as the complexity of adapting theory into practice within an often changing organisational environment. The Monash Health and inTouch Multicultural Centre Against Family Violence Health Justice Partnership (HJP) was designed to increase access to justice for culturally and linguistically diverse women experiencing family violence in Melbourne's Outer East. Taking a social determinants approach to health, HJPs were developed in response to research suggesting people often experience co-occurring legal and health issues. With increased access to justice, it was expected the women's health and wellbeing would improve (Health Justice Australia, 2018). This paper explores the sustainability of these partnerships and contributes to the knowledge pool on best practice for multidisciplinary approaches to client services. Together for Equality and Respect (TFER) is a collaborative cross-sector partnership founded in 2012 with a shared vision to prevent men's violence against women across the Eastern Metropolitan Region (EMR) of Melbourne. This presentation discusses the interconnections of theory and practice as part of developing, implementing and evaluating a collective impact approach to prevention of violence against women. It focuses on how theoretical approaches (including systems thinking, collective impact and developmental evaluation) have been utilised to align work and maximise outcomes for a partnership of over thirty organisations in a complex and changing environment. There is a growing body of evidence that suggests arts initiatives increase social connection and promote social change. However, this has not been examined in the context of gender equality. The VicHealth Gender Equality through the Arts (GEARTS) program supports local councils to partner with arts organisations to deliver arts-based projects that promote gender equality and raise awareness of the harms associated with gender inequality. Seven local council projects are included in this study. This paper examines the partnership model, program impact, and processes that support arts-based projects to achieve the long-term goal of increasing gender equality.

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Values-Based Practice: What is it and Can we Inspire it?

Harré, N. (University of Auckland, Aotearoa/New Zealand), Munoz Duran, F., & Murphy, B.

Community psychology has a long tradition of emphasising the importance of values in our work as practitioners and researchers. And yet, what it means to practice one's values as an individual or a group, remains elusive. In this symposium we give three perspectives on values-based practice based on findings from a participatory action research project we ran in Auckland, Aotearoa/New Zealand in 2019. The project took a bicultural approach with a Māori (Dan Hikuroa) and a Pākehā (Niki Harré) lead researcher. It involved a Rōpū Whai Whakaaro/Values-based Practice course that was held over five consecutive Monday evenings with 23 community participants. The course began with participants discussing their shared values after which they broke into small groups to further explore one value in depth. The research team took observational notes and had regular meetings to reflect and plan, and at the end of the course participants were interviewed on their experience and understanding of values-based practice. Fernanda Munoz Duran will describe how participants understood values-based practice at different levels. At the personal level they primarily described interactions with others such as "calling out" language that violated what they saw as important values, and being "mindful" of their own practice. Notably, while participants could describe small groups that were values-based, most struggled to describe values-based organisations, and many talked of a contradiction between the formal values of an organisation and what happened in practice. At a national and international level, many participants described values-based practice as the response to tragic events, specifically Jacinda Ardern's response to the mosque attacks that took place in Christchurch on March 15, 2019. Brooke Murphy then discusses the way in which we, as researchers, attempted to be values-based and the participants' experience of the rōpū/course. Thematic Analysis of the interviews indicated that the course provided psychological safety and perceived inclusion, which supported the participants to discuss, disclose, and participate in shared activities in ways that contributed to new understandings and practices. Niki Harré will finish by focusing on her growing understanding of "kaitiakitanga" which was one of the values discussed by a small group during the rōpū. Kaitiakitanga is a Māori approach to the natural environment that involves the interweaving of an origin myth, unbroken lines of natural and human ancestors and a set of expected practices. In the second half of the symposium we will open a discussion with participants about the values they attempt to hold in their practice asking: 1) In what way is your work or research "values based"? 2) What supports you in being values-based? 3) What barriers do you experience to values-based practice? 4) How can we, and should we, as community psychologists, help people and organisations be values-based? The symposium "works the boundaries" as the research project is based on a Māori / Pākehā partnership and we attempt to discuss what values-based practice looks like in complex real-world settings. It is also focused on the role values-based practice can play in "creating inclusive cultures and healthy communities".

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Advancing Practice-Based Research and Evaluation: The REDI Approach.
Acevedo, I. (Michigan State University, United States), Gruber, J., & Castro, M.

In the face of limited impact of academic research on community conditions, community stakeholders often develop innovative practices to address their issues of concern. Focusing research and evaluation on such innovations - an approach called practice-based research (PBR) - can facilitate equitable power distributions among scholars and communities, and document ecologically valid solutions to community issues. This is particularly the case when PBR is pursued with attention to the effective representation of community perspectives. Building from extant approaches to PBR, over the course of a decade and several PBR partnerships, we've refined an approach that can be applied in a breadth of such partnerships: REDI, the Rapid Evaluation and Dissemination of Innovations. The first presenter will introduce this approach and the manner in which it can be deployed into established community service systems that seek to support children and families facing poverty and societal bias. He will discuss issues of governance and representation within these established systems, particularly when decision making rests in the hands of professionals who may not share common experiences with those whom they seek to serve. The second presenter will discuss the application of this approach to specialty systems within established infrastructures that seek to support individuals who belong to marginalized communities in culturally responsive ways. She will discuss the manner in which the shared identities of those administering the specialty systems and those served by them help informally foster some degree of representation in decision making. The third presenter will reflect on the implementation of PBR in two separate Indigenous serving settings that both seek to increase Indigenous participation in climate science. These settings are juxtaposed primarily through differences in organizational affiliation and ownership; with one organization being owned and operated by a tribal government and the other by a federal research institution. These differences will be examined to explicate how governmental affiliation moderates the capacity for PBR to challenge the status quo. Together, these presentations illustrate the possibilities for deploying PBR across a variety of settings, from those that may be considered more status quo affirming to those that inherently seek a departure from the status quo. They also illustrate that, although PBR provides a structure for community representation, the degree to which communities are authentically represented depends on intentionally introducing practices that foster said representation.

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Community Psychology and Indigenous Peoples.

Thompson Guerin, P. (Pennsylvania State University, United States), Mohatt, N., Cwik, M., Goklish, N., O'Keefe, V., Parker, M, Straits, K., DeMaria, J., Walden, A, West, A., & Jordan, L.

In this symposium, we reflect on a subset of papers that were published in a Special Issue of the *American Journal of Community Psychology* on *Community Psychology and Indigenous Peoples*. We explore community engagement with Indigenous peoples, emancipatory projects in Indigenous communities, and participatory psychology research in Indigenous communities. This includes how the values of community psychology and related fields are embedded and integrated with Indigenous ways of knowing, as well as explorations of contested spaces between community, science and Indigenous psychology. This symposium therefore fits well with the conference theme of: *Working the Boundaries*, by highlighting how both Indigenous and non-Indigenous community scientists and educators navigate the discipline-dominated structures to incorporate Indigeneity in various forms. This symposium includes papers that contribute new insights into how the practice of community psychology and related fields of action and inquiry contribute to the social justice and emancipation of Indigenous peoples. Through this symposium we bring to light innovations in community science stemming from collaborative inquiry with Indigenous communities, as well as clarify the ways in which community action and inquiry are relevant to Indigenous peoples. Mary Cwik, Novalene Goklish, and Victoria O'Keefe will describe the development of a suicide prevention program that is upstream, or focused on promoting wellbeing, is culturally grounded, and contributes to cultural survivance. Their project: *"Let our Apache heritage and culture live on forever and teach the young ones": Development of The Elders' Resilience Curriculum* serves as a strong exemplar of how promotion of Indigenous culture, traditions, and language are critical to community healing and prevention. Myra Parker and Lynette Jordan will discuss the intersection between mainstream ethical protocols in psychological research and Indigenous research by essentially 'Indigenizing' ethical protocols and training. They will explore a community-based approach to developing an Indigenous ethics model and curriculum for training health researchers working with American Indian and Alaska Native communities in their project, *Beyond the Belmont Principles. Using community based participatory methods*, these researchers developed and evaluated a culturally-grounded ethics training program that, in keeping with Indigenous values, is now available freely, which will assist in training anyone on ethical protocols and procedures when working with Indigenous communities. Kee Straits and Jaelyn deMaria will address the complexity of diversity within and between Indigenous communities in their paper, *Place of Strength: Indigenous Artists and Indigenous Knowledges is Prevention Science.* By recruiting Indigenous artists from different communities in their multi-community project, they were able to harness the necessary locally-specific knowledges and cultures to fully understand and appreciate intervention impacts. Through creatively re-thinking evaluation through art, Indigenous knowledges and worldviews are legitimized. Angela Walden and Amy West grapple with a number of complex dynamics that they encounter as American Indian researchers in *American Indian Researcher Perspectives on Qualitative Inquiry About and Within American Indian Communities*. Their own challenges, barriers and even distressing experiences as American Indian researchers are courageously articulated in their account of experiences in research relating to a race-based university mascot and through an urban mental health project.

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Decolonizing Community Psychology: A Subversive Endeavor in Latin America.
Ortiz-Torres, B. (University of Puerto Rico, Puerto Rico), Grondona, G., Herazo K., Ferreira, J., & Di Iorio, J.

The Latin American Network of Training in Community Psychology has consistently reflected on the work of Community Psychology, its methods, practices, research, and the knowledge it generates. The Symposium continues this critical reflection focusing on the action-reflection-action process and its potential for decoloniality/decolonization. We problematize our thinking guided by the following questions: How do we generate knowledge with the communities while moving towards decolonization? How do we ensure that our work moves us towards decoloniality/decolonization? What characterizes decolonial/decolonizing community work in the contexts in which we work? Presenters are activists/academicians from five Latin American countries who will present diverse dimensions of decolonial thinking and action.
Katherine Herazo, from the Universidad Autónoma of México, will present a critical reflection on the tension between the concepts of community and communality: how and who builds community knowledge from a geopolitical perspective of knowledge. Thus, from the perspective of the knowledge produced by aboriginal people, and from an ontic and epistemic sense, we should speak of communality rather than community. Blanca Ortiz-Torres, from the Universidad de Puerto Rico, will analyse and present the complexities and contradictions that emerge in community work in the context of a colony, as is the case in Puerto Rico, and how the knowledge exchanged in this work contributes not only to the decolonization of the discipline, but also to decolonizing academic training in university contexts and eventually contributing to the decolonization of our country. James Moura Jr, from the Universidad de la Integración Internacional of the Lusofonia Afro-brasileña (Brasil), will analyse the production of decolonial resistance in communities living in poverty. It is conceived that the university is a colonial space that must be deconstructed. Alliances with local peripheries can point to invisibilities in the production of emerging knowledge in Community Psychology. Gino Grondona, from the Universidad Politécnica Salesiana of Ecuador, will reflect on the modes of production and articulation of ancestral knowledge in the Ecuadorian highlands, while engaging in co-work in research towards decolonization driven by the ongoing collaboration between university and indigenous peoples. He will also problematize the concepts of community, organization, and indigenous autonomy. Jorgelina Di Iorio, from the Universidad de Buenos Aires - Argentina, will problematize the relationship power-knowledge in research-intervention processes with vulnerable populations, particularly with people in street situations in urban contexts, and the way they impact the dynamic autonomy-heteronomy, as the guiding principle of Social Community Psychology. Faced with the persistence of hegemonic practices that govern and violate bodies (moral treatment) and reproduce subaltern positions, decolonial practices emerge with the intention of (re)constructing interaction territories that promote subjective and collective transformations, which may result in broader rights and recognition of desire.

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Decoloniality, Curriculum and Community Psychology: Views from the Global South.
Carolissen, R. (Stellenbosch University, Souh Africa), Masters-Awatere, B., Stolte, O., Rua, M., Furness, J., Young, T., Castell, E., & Bullen, J.

This symposium brings together presentations from Aotearoa/New Zealand, Australia and South Africa, respectively, that focus on teaching towards decoloniality and creating opportunities for engaging with deeply entrenched power relations in everyday taken for granted teaching and learning practices. Teaching-learning process is a crucial preparatory step to foster and deepen critical reflexivity of personal-professional-activist identities among staff and students, while simultaneously expecting educators to make sense of our connections to our social, material and political worlds and the circulations of power that generate and sustain privilege and marginalization. These processes also necessitate historical reflexivity by delving into the political, historical and cultural roots inherent in knowledge construction. It is in these contexts that coloniality surfaces and generates an impetus for teaching towards (de)coloniality. The presentations all engage with key questions such as:

- How do we disrupt and reinsert alternatives to Euro-American/Western dominance in discourses about community in our curriculum?
- What are the tensions and possibilities that arise when teaching towards decoloniality?
- How do students (and staff) navigate discomfort or uncertainty and leverage feelings of safety in the classroom?
- How do university- and community-based teachers and learners who aspire to decolonial praxis navigate university and/or community power systems that all too often reproduce colonial relations?

Bringing the Community and Academy Together: A Waikato example. Dr Bridgette Masters-Awatere, Dr Ottilie Stolte, Dr Mohi Rua, Dr Jane Furness & Dr Trish Young (University of Waikato, Hamilton, Aotearoa/New Zealand). When the community psychology programme was first introduced at Waikato in the 1980s it embraced the notion of teaching a localised and relevant psychology. In 2020, the Community Psychology programme teaching staff continue that legacy. Our team have been engaged in research with communities that works towards wellbeing while dealing with difficult areas such as: health inequity, homelessness, precarity, literacy and numeracy, Māori cultural learning and climate change. Our teaching draws together our research and teaching praxis. We share our vision, that works towards producing critical psychologists who have been privileged to be part of our decolonial approach to the psychology curriculum.

Decoloniality, Critical Reflexivity, and Safety in the Academy. Dr Emily Castell & Dr Jonathan Bullen (Curtin University, Western Australia). We present a critical examination of the tensions surrounding decoloniality, critical reflexivity, and concepts of safety in the academy. Students enrolled in an indigenous and cross-cultural psychology unit participated in a written reflexive exercise at two time points. Reflections were analysed qualitatively for level and content of reflection. Findings suggested that, while students primarily demonstrate reflective engagement at levels pre-ordinate to critical reflexivity, they are also engaged in active and nuanced processes of negotiating discomfort and uncertainty in this space. We contextualize these findings in a subsequent qualitative exploration of students' and academics' conceptualisations of safety in the classroom. We pose critical commentary on how concepts of safety and discomfort are embodied in teaching and learning spaces. The findings hold application and transferability to higher education settings, and for the enduring project of engaging a decolonial approach to the curriculum within psychology.

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Fostering Critical Reflexivity for School-Community Partnerships Using Visual Methodologies. Ronelle Carolissen (Stellenbosch University, South Africa). Critical reflexivity that includes social, historical and cultural reflexivity should be fostered among students preparing to work in university-community contexts. I provide a snapshot of how the community psychology curriculum at Masters level is designed given the limited time frame available, what the historical, political and disciplinary contexts are within which the curriculum is designed and how the outcomes of curriculum are conceptualised. I value ecologies of knowledge relevant to our particular African context and create platforms for all relevant knowledges and literature to be leveraged so that students may also become creators of knowledge instead of merely consumers of knowledge. This process is facilitated by using visual methodologies such as photographs and drawings to draw on students' knowledge funds as valuable. These are some of the ways in which we are able to disrupt Euro-American/Western dominance in discourses about community and insert counter narratives to deconstruct and resist exclusively Northern narratives.

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Theory as Revolution: Building and Applying Critical Theory(ies) for Solidarity and Transformation.

Kivell, N. (Wilfrid Laurier University, Canada), Ellison, E., Madyaningrum, M., & Olson, B.

This symposium interrogates the relationship between *critical theory, critical methodologies,* and *transformation* in Community Psychology. We will 1) present a grassroots theory of transformation, 2) apply Social Reproduction Theory to transformative efforts, and 3) rethink knowledge production and epistemic violence in relation to research ethics. Building on our session from SCRA 2019: *Critical Theory and Critical Perspectives in Community Psychology Praxis: Catalyzing Transformational Change*, we will position the concept of transformation in the "critical", and deepen our understanding of how critical theory and epistemic resistance are integral to our ability to create and sustain transformative changes. The first presentation *Critical Smallness as Disruption: A Grassroots Theory of Transformation,* pulls from a study that used critical theory, critical epistemology and critical action to address the gap between how we think about and do transformation in Community Psychology. This study created a contextually-based, grassroots-developed, and academically informed theory of transformation developed in partnership with five community co-researchers in a Critical Participatory Action Research (C-PAR) study; The outcome of this grassroots driven research process was a theory of *Critical smallness* – centering and redefining the concept of "small"' in the field of Community Psychology. The second presentation *Empowerment Meets Social Reproduction Theory: The Revolutionary Power of Relational Praxis,* presents relationships as central to empowerment, which are required to build the sociopolitical power needed to make change. Thus, the work of relationship-building, maintenance, and repair - relational labour - is required to increase power among groups lacking an equal share of resources. Relational labour activities involved in empowerment include engaging with inequitable social structures (e.g., racism, sexism, classism, ableism) in ways that build social power. This presentation outlines the use of critical theory, specifically Social Reproduction Theory, in an empirical study of relational empowerment and will focus on how experiences within social movement and labour organizing in California, paired with engagement with critical theory, shaped the presenter's understanding of empowerment, thereby providing critical yet actionable research. In the third presentation *Using Community Psychology Values and Principles to Promote Critical Perspectives on Research Ethics,* the presenter will share her experiences as an Indonesian based researcher, utilizing community psychology values and principles to promote more critical perspectives on research ethics. Some Indonesian scholars have criticized the tendency of academic institutions in Indonesia to reproduce injustices in society through knowledge production that ignore the voices of those who are oppressed or marginalized, which has been normalized through research practices that approach ethics in narrow and mechanistic ways. In this context, Community Psychology values and principles, particularly those related to the notion of power in knowledge production, can be useful conceptual tools to ignite critical dialogues around research ethics. These values and principles have created ways for disseminating more socially and politically contextual notions for assessing research ethics, such as the concept of epistemological violence. Together these presentations highlight the complexities of a critical theoretical and ethical framework to provide actionable steps towards catalyzing transformation and disrupting epistemic violence in Community Psychology research.

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Community Capacity Building and Health Promotion through an Interactive Systems Framework.

Shearson, K. (Victoria University, Australia), Chapin, L., Morda, R., Naslund, M., Sonn, C., Sharples, J., Dell'Aquila, C., Keast, S., Foenander, E., & Vassallo, J.

This symposium explores the development and benefits of an innovative model of partnership between a university and the community services arm of a national football club, The Western Bulldogs Community Foundation (WBCF). The WBCF and Victoria University collaboration involves a series of nested partnerships that provide a nexus between the University, Foundation and broader community. We view this partnership as a system of research translation. The symposium will explore the mutual benefits and challenges of this partnership model and resultant research translation within the context of the three overarching streams delivered by the WBCF. These include Health and Wellbeing, Youth Leadership, and Diversity and Social Inclusion. The Sons and Daughters of the West health promotion programs are offered within the Health and Wellbeing stream. These programs engage members of the community who otherwise may not have access to resources or may feel ill at ease in traditional health services. The partnership supports a PhD undertaking a longitudinal study of the health and social wellbeing outcomes of participants, with an emphasis on factors that facilitate the engagement of those typically considered "hard to reach". Masters and Honours projects contribute to this research program. VU provisional psychologists deliver services including mental health group programs. The Diversity and Social Inclusion program assists migrants and diverse groups who may feel marginalised because of socio-political processes. The GOAL Program, a mentoring program for young African Australians, supports the community to improve engagement and outcomes for African Australian youth. The program is a prime example of the circular nature of our engagement. It was co-designed with community consultation and creates social capital in connecting young people with successful AFL players and mentors from the broader community. Several student placements supported delivery and evaluation of the pilot. Evaluation findings inform future delivery, which will be monitored through further collaboration. The Western Bulldogs Leadership Project is a seven-month program providing opportunities in leadership, teamwork and communication for high school students. The youth learn about effective community engagement, and the program aims to empower the youth as active citizens within their neighbourhood or region. VU placement students are involved with supporting the program, in particular at two 3-day camps involving youth from all 14 sites across Victoria. The research team includes lecturers and honours and masters students who collect surveys and conduct interviews to assess the impact of the program, as well as how the program is related to resilience and youth development in general.
We contend that embedding research staff and students within the Foundation's programs is key to capacity building. This model provides immediate translation of research findings to the benefit of the broader community. We outline these benefits in terms of research, teaching and placement learning as well as the deeper understanding of program processes and outcomes. Research is enriched by the practice wisdom of the WBCF program providers whilst program evaluation is enhanced by the expertise of research staff.

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Service-Learning for Competent Communities. Challenges Related to Implementation and Universities-Community Partnership.

Albanesi, C. (Università di Bologna, Italy), Meringolo, P., Vargas-Moniz, M., Guarino, A., Barbieri, I., Guidi, E., Cecchini, C., & Zani, B.

According to the literature, Service-Learning (S-L) is an innovative approach that identifies a wide range of educational experiences. It combines academic learning and meaningful community service, through students' active commitment that meets real needs of the community. S-L is characterized by a valued partnership that provides support and coaching to students; the definition of shared goals between the educational institution and the community; a transdisciplinary learning in real context; and the link to the academic curriculum of students (Europe Engage, 2014). As the main outcome, on the students' side, S-L aims to increase sense of civic engagement and responsibility, fostering capacity for public action, civic and soft competences (Len, Kayla & Caitlin, 2018), supporting development of a shared concern about addressing root causes of social problems. Despite the emphasis on community-university partnership (Schnaubelt & Rouse, 2013), less attention has been devoted to a clear identification of the aims on the community's side: what is that moves community organizations toward partnership for S-L, what are the challenges that both educational institutions and community organizations meet in their road toward S-L implementation? What are the benefits expected and experienced on both sides? To what extent can community psychology values be embedded in S-L implementation? The symposium will offer an opportunity to discuss these questions starting from the analysis of three case studies, located in three European regions. The three case studies also represent implementation of S-L at different stages, in two countries where the S-L approach has been only recently introduced in Higher education. The first contribution will start setting the common ground between S-L and Community Psychology, as it emerged from an experience in a University; it will show the steps from carrying out "unaware" S-L in the classes of Community Psychology through proposing S-L "intentionally" inside a Masters Degree in Psychology and finally to institutional acknowledgement of S-L in the School of Psychology. It will also discuss challenges and opportunities related to the implementation of S-L with different partners, including a US University, an academic spin-off and a professional association for High School teachers' training. The second contribution will illustrate the preparatory activities for the implementation of S-L in a rural community, from building partnership with a local action group (LAG, a community stakeholder in a gatekeeper position) to the definition of the specific S-L projects to be implemented. The community needs analysis, that was based on LAG document reviews and three focus groups, represented a key activity that allowed the collection of expectations about S-L from rural community organizations, and to understand to what extent community psychology values could be embedded in the project. The third contribution will be focused on the implementation of a Center for Community-based learning in a Higher Education Institution drawing from the experience of an Erasmus Plus Project (European Fund for Educational Development) and how Community Psychology has been essential as a liaison for diverse Campus-Community partnerships playing relevant social roles both on research and practice. The presentation includes the participation in intervention and research activities as well as formative and outcome evaluation procedures.

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Thinking Holistically About Place-Based Communities: Exploring the Spectrum of Community Psychologist Roles.

Bailey, D. (City of Chicago, United States), Jimenez, T., Cooper, D., Hansen-Rayes, N., Olson, B., Somerville, D., & Francois, D.

Communities of place have long been a site of collaboration for community psychologists across multiple settings, issues and change efforts. This symposium highlights multiple different ways community psychologists are working within one specific Chicago community area. It presents a holistic analysis of the challenges, complexities, intervention points, intersections and considerations for collaboration. The West Side, Chicago, is the site of long struggles against structural racism but also a rich landscape of organization, university and government change efforts. This presentation provides a framework for how community psychologists can better understand the historical, political and institutional landscapes to more effectively improve population level outcomes and quality of life. The presentation has four distinct components. First, an examination of the history and political economy of Chicago's West Side provides context for the complex ecology of challenges, assets and opportunities. Second, an overview of programs, organizations and assets are presented in order to examine individual-level change efforts designed to improve resident well-being. Next, an analysis of housing, community development, education and justice system trends provide additional systems-level context for appropriate intervention points for community psychologists. Finally, an overview of the organizing and political landscape considers the potential for structural changes that impact the broad landscape of topics and issues previously discussed. It concludes with a discussion of how community psychologists use multiple frames for understanding community perspectives, considers the role of university-community partnerships, and how we could better align theories and practice to more effectively change structural conditions and improve individual and population-level outcomes.

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Partnership-Based Evaluation to Support Community Change: Practices to Facilitate Long-Term Community-University Collaborations.

Kilmer, R. (University of North Carolina at Charlotte, United States), Cook, J., Suarez-Balcazar, Y., & Messinger, L.

This symposium will focus on collaborative, partnership-based approaches to evaluation, with an emphasis on (a) partnerships involving university faculty and community stakeholders and (b) the use of evaluation to effect change. Presenters include three university-based faculty with 20+ to 40+ years of evaluation-relevant experience and one community partner (and researcher) from a public school system. The presenters each employ a partnership-based approach to evaluation and view evaluation and its role as not just serving to "know" or inform, but as an intentional strategy for refining program practices, improving services and supports, guiding resource allocation, informing decision-making, and influencing system change and policy efforts. A first presentation will frame what is meant by a partnership approach to evaluation and programmatic or community change. The authors will describe the approach's roots in community-based participatory research (CBPR) and discuss strategies that facilitate effective, sustained, mutually-beneficial partnerships. A next presentation, relying heavily on examples from work with community partners, will focus on the implementation of such an approach and highlight key practices that can support a partnership-based approach to evaluation. A third presentation will emphasize the importance of a collaborative, capacity building approach and the degree to which such work can facilitate longer-term and ongoing interactions. A final presentation will be led by a community partner, a researcher from a major public sector system, who is in regular contact with university-based researchers. This discussion will focus on the perspective and experiences of the community partner, underscoring the relative merits and challenges associated with this approach versus other methods and models employed by faculty in their work with community stakeholders. Across the presentations, the authors will draw on real examples across different domains (e.g., early childhood education, intellectual and developmental disabilities, family support, education), including evaluation-capacity building efforts with community-based organizations, evaluation planning within a new and developing partnership, and a multi-component evaluation in the context of a mature partnership. While describing the short- and long-term benefits that these approaches can yield for diverse stakeholders (across settings and contexts), the presenters will also consider challenges faced in partnership-based evaluation, issues in community-university partnerships, and barriers to the implementation of evaluation recommendations. Beyond encouraging questions throughout the more structured presentation of information, the presenters plan to use several questions to facilitate discussion and co-learning. Those attending the session will be encouraged to share: their approach to evaluation, including the degree to which they engage in partnership approaches to evaluation; their views regarding the alignment of the described practices and strategies with their own work; and the challenges they have faced in evaluation contexts. Session participants will be asked to consider the factors and conditions that contributed to more versus less successful experiences (i.e., what has "worked" and what has not) and to gauge the relative potential benefits of forming partnerships, developing capacity, and collaborating, rather than maintaining distance in the evaluator role. Participants will also discuss the tensions that may arise between ensuring integrity in the evaluation process and building and sustaining relationships.

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Roundtable Presentations

Emotionally Demanding Research: The Possibilities of an Ethics of Care.
Hickey, K., Keast, S., Castell, E., Malherbe, N., Jayawardana, R., Agung-Igusti, R., & Thomas, T.

Engaging Hard-to-Reach Populations using Community-Based Participatory Methods.
Jumarali, S., Engleton, J., Royson, S., & Nnawulezi, N.

Solidarity with Survivors: Critical Tensions and Reflections in IPV Research.
Jumarali, S., Maldonado, A., Singh, R., & Miles-McLean, H.

Surviving and Thriving: Building Community While Navigating the Neoliberal Academy.
Heyward, D., Balaram, A., Bustamante, P., Cabana, A., & Williams, T.

Self-Determination and Collective Reclamation Through the Arts: An Arts Generator Case Study.
Haddad, G., Canas, T., Komba, G., Dau, A., & Pandongan, P.

A Seat at The Table: Exploring Benefits and Challenges of Undergraduate Research.
Fox, S., Cabrera, G., Palamaro-Munsell, E.

Isolation and Connectedness in New South Wales.
Bower, M., Nic Giolla Easpaig, B., Chafic, W., Smith, M., Mason, C., & Conroy, E.

Social Mobility, Well-Being, and Justice in Higher Education across Cultures.
Sasao, T., Jourdain, G., Jeftic, A, Homma, T., Suarez-Balczar, Y., Okuyama, Y., & Bokszczanin, A.

Addressing the Climate Emergency: Community and Peace Psychologists Team with Young People.
Sanson, A.

Fostering Critical Praxis within University-Community Partnerships: Reflections from Indonesia, USA and Australia.
Agustiagung, R., Evans, S., Gabb, L., Keast, S., Pelupessy, D., Sonn, C., & Jimenez, T.

How Can Community Psychologists Best Work Towards Gender Equity?
Turner, C., Carolissen, R., Van Wyk, S., Madyaningrum, M., Mulvey, A., Sampson, E., Riemer, M., & D'Arcy, C.

Get Your Work Published!: An Interactive Conversation with Global Community Psychology Editors.
Brodsky, A., Mannarini, T., Allen, N., Cicognani, E., Evans, S., Freund, N., Fox, R., Kilmer, R., & Wolfe, S.

Preserving Refugee Cultural Integrity: Understanding Peer Support Systems using Life Story Narrative
Olanrewaju, M.

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Addressing Inequity from a Critical Perspective: An Interdisciplinary Community Engagement Model.
Infante Espinola, F., Sandoval, H., & Palacios, F.

What have International Conferences Contributed to Community Psychology?
Serrano-Garcia, I., Torres, L., Bond, M., Keys, C., Jeong, A., Velázquez, T., & Ortiz-Torres, B.

Healing and Climate Sustainability: Our Role as Community Psychologists.
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Emotionally Demanding Research: The Possibilities of an Ethics of Care.

Hickey, K. (Victoria University, Australia), Keast, S., Castell, E., Malherbe, N., Jayawardana, R., Agung-Igusti, R., & Thomas, T.

Community based research on issues of social justice, community healing and collective liberation requires engagement with emotionally demanding questions, environments and processes. Research institutions and organisations are increasingly risk averse, creating environments where important, yet emotionally demanding modes and frames of inquiry may be sidelined. Bureaucratized research procedures can promote artificial objectivity; the potential impact of emotionally demanding research on researchers is often not captured by institutional ethics processes and strategies for care are often highly (and problematically) individualised. In contrast, an ethics of care would focus on people as relational and interdependent, morally and epistemologically. An ethics of care would also appreciate emotions and relational capabilities. Given the obvious limits to institutionalised relationships it is acknowledged that some strategies for building communities of care may need to sit outside these contexts and boundaries. This roundtable aims to advance the critical conception of individual and collective care that supports emotionally demanding research in a range of contexts. We invite critical dialogue on narratives of care in institutional contexts, and how these intersect with other ethos' of care that support emotionally demanding inquiries within, and beyond, institutions.

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Engaging Hard-to-Reach Populations using Community-Based Participatory Methods.
Jumarali, S. (University of Maryland Baltimore County, United States), Engleton, J., Royson, S., & Nnawulezi, N.

Conducting community-based participatory research (CBPR) with traditionally difficult-to-reach populations can present myriad challenges for sustaining engagement. However, sustained participation is a critical element of participatory approaches, which cultivate the potential for contextually relevant and sustainable change in solidarity with a community. This session is informed by a recent CBPR Toolkit published by domestic violence researchers and employed as a framework to guide this work with a critical analysis of power and context, undergirded by social justice values. Discussants will use a case study example of implementing a community-based needs assessment that used participatory methods during dissemination and implementation with survivors of intimate partner violence whose partners were court-mandated to an abuser intervention program. A critical analysis of power structures and dynamics will serve as a thread throughout the conversation. Presenters will outline barriers to and strategies for initiating and maintaining engagement of survivors in qualitative interviews, member check sessions, an advisory group, and an implementation team. Discussants will share techniques for moving the advisory group through the Expectations to Change process, which involves reviewing and identifying key findings and undergoing an action planning process as a response to study findings. Presenters will also share the challenges and successes the implementation team faced in co-conceptualizing and co-developing an adapted advocacy intervention as part of bringing the action plan to fruition. After a brief introduction to the case study described above, presenters will share the aforementioned content in an interactive fashion. Discussants will solicit attendees' experiences with and concerns around employing participatory methods in their unique contexts and share aspects of the case study example as relevant. In addition, presenters will engage participants in considering how the presenters' strategies may or may not fit their contexts and communities, and the group will identify potential strategies to address participants' unique challenges.

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Solidarity with Survivors: Critical Tensions and Reflections in IPV Research.

Jumarali, S. (University of Maryland Baltimore County, United States), Maldonado, A., Singh, R., & Miles-McLean, H.

Research can serve as a tool for solidarity with survivors of intimate partner violence (IPV) by emphasizing survivors' needs and strengths, advocating for the redistribution of power and resources to survivors, outlining the systemic barriers that disrupt survivors' abilities to access resources, and identifying ways in which violence can be prevented and interrupted. However, there are a myriad of challenges to adequately and appropriately employ research as the means to these ends. There are numerous tensions that arise when trying to examine the associations between relationship dynamics and IPV perpetration, when investigating racial disparities in the perpetration of violence, and when appling intersectionality theory to conceptualizing and exploring gender-based violence. This session will illustrate key tensions the presenters have encountered in their research on intimate partner violence and encourage attendees to share the complexities they encounter in their work. Discussants will provide brief overviews of their work and the unique difficulties they have encountered, followed by an interactive discussion that uses the collective expertise of the group to identify strategies for navigating these complexities. This session will explore the challenges of incorporating an intersectional and critical systems-analysis into research designs of studies on IPV, as well as consider how power can be accounted for at multiple levels of the ecological model when considering outcomes at the individual and interpersonal levels. In addition, this session will interrogate how systems of oppression may influence experiences of IPV amongst marginalised communities, thus necessitating unique conceptualizations of prevention and intervention. The session will end with soliciting key take-aways from attendees and a resource share amongst participants for sources of information and practice to help us navigate these complexities.

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Surviving and Thriving: Building Community While Navigating the Neoliberal Academy.
Heyward, D. (Saint Peter's University, United States), Balaram, A., Bustamante, P., Cabana, A., & Williams, T.

The pursuit of a doctoral degree can be an isolating endeavor, particularly for students of color. Moten and Harney (2004) discuss contradictions within the academy as a place of neither refuge nor enlightenment. However, experiences within the Undercommons (to be *in* but not *of* the academy) can foster practices of resistance and solidarity-building. As doctoral students/candidates/graduates of color at a large public institute, collectively we have taught at several different campuses, primarily serving working-class students of color. Organizing within our institution for change has often resulted in burnout and little institutional accountability because of the racism inherent within and the epistemological violence of the neoliberal academy. Despite this, we have found unity in our collective struggle and spearheaded a movement centering care and collaboration, vulnerability, relationality, and refusal. This organizing lives in ongoing collaborative working groups, writing retreats, interdisciplinary coalition-building, mentoring, and mutual commitments to supporting one another from our multiple positions throughout the doctoral journey. Our experiences have allowed us to create strategies for combating racial onslaughts, micro/macroaggressions, and divide-and-conquer tactics. We carry these commitments into each of our distinct communities, diminishing the gap between academia and activism, and challenging systems designed to oppress communities of color. In this roundtable, participants will explore their educational journeys and reflect upon resistance and care within and outside of academia. We will utilize praxes developed in our own processes of self-reflexivity, accountability, and pedagogy to guide a collective discussion on fostering and sustaining solidarities. Collaborative activities may include free writes, artistic creation, healing practices, and collective mapping. Our work draws upon the knowledge of the women and femme of color activist-scholars who have come before us: hooks (1994); Anzaldua (1987); Lugones (1992), to strengthen movements for justice, while building collective approaches to actualize activist imaginaries.

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Self-Determination and Collective Reclamation Through the Arts: An Arts Generator Case Study.

Haddad, G. (Cohealth Arts Generator, Australia), Canas, T., Komba, G., Dau, A., & Pandongan, P.

How might creative practice foster self-determination in critical race scholarship and practice for communities of solidarities? This roundtable will bring together Gabriela Haddad (chair), Geskeva Komba, Anyuop Dau, and Philip Pandongan who are artists and members of Arts Generator. The discussions will focus on the creative process as knowledge production and the nexus between theory and practice (i.e. reflexivity). It will include a history of Arts Gen, explore sustainability of activism and communities of solidarity, working 'with communities', what representation means in the context of institution, agency as community/artist/facilitator/staff members and pathways. It will also cover some of the extensive programming at Arts Gen that looks at tackling race-based discrimination across individual, community and institutional levels. Arts Generator works with communities experiencing structural disadvantage in the western region and inner north of Melbourne. It provides creative avenues to reflect on race-based discrimination, power and privilege. Initiatives seek to engage individuals, communities and organisations in conversations about inequity to impact change. The roundtable seeks to explore the value of art-making as a form of knowledge production and research commitment to continual learning across all levels of programming, the values of creative practice and self-determination, and some of the practical challenges of working from the ground up.

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A Seat at The Table: Exploring Benefits and Challenges of Undergraduate Research.

Fox, S. (Northern Arizona University, United States), Cabrera, G., & Palamaro-Munsell, E.

As undergraduate researchers at Northern Arizona University in the United States, we have engaged in cross-campus research with students and faculty from The College of Idaho, University of Washington Bothell, and State University of New York at Old Westbury. Drawing on our experiences, in this roundtable we aim to address the benefits, challenges, and experiences of undergraduate research from multiple perspectives. We hope to engage in conversation with other undergraduate researchers, as well as faculty and practitioners who work with them. Engaging in cross-campus collaboration with predominantly undergraduate researchers is rewarding but also poses challenges as many organizations do not have institutional supports in place. In this roundtable discussion, participants will first break into small groups, introduce themselves and describe their research role within their institution. Each small group will address a different question related to the subject. Topics will include benefits of the undergraduate research experience, institutional barriers to engaging in undergraduate research, ways to increase international collaboration and challenges for undergraduates hoping to present and publish. Following the small group discussions, participants will return to the larger group to summarize and share their responses. This roundtable will serve as a space for individuals to discuss successes and lessons learned, as well as to offer and gain support for challenges faced. Our aim is to forge international collaboration among researchers and share ways to create better pathways for undergraduates to engage in meaningful collaboration and research.

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Isolation and Connectedness in New South Wales.

Bower, M. (University of Sydney, Australia), Nic Giolla Easpaig, B., Chafic, W., Smith, M., Mason, C., & Conroy, E.

Central themes of the conference invite reflection upon how we develop allegiances and foster solidarity; critical issues for a freshly-formed community psychology group in New South Wales (NSW), Australia. Our newly-formed supportive group operates in the context of professional and regulatory bodies largely designed for clinical and individualised psychologies, and unlike other states, we lack the hub and associated benefits of having tertiary Community Psychology Programs. As community psychologists we are disconnected and scattered across industries with varying degrees of community focus in our roles. Collectively our work spans the spectrum of research through to practice and engages with a host of wellbeing, social exclusion/inclusion and social justice issues facing communities. In this symposium, we will firstly give an overview of the diverse work we each do to reduce isolation, and empower, foster connectedness and wellbeing within NSW communities. Speaker 1 will discuss research exploring loneliness amongst people experiencing homelessness and strategies to help prevent and overcome these issues. Speaker 2 will describe community-based approaches to working with marginalised young people in rural Australia. Speaker 3 will address how marginalised communities such as in Australian Muslim communities, cope with exclusionary currents in society and politics to achieve "belonging". Speaker 4 will discuss strategies developed by community workers to rebuild community, social and emotional support networks for people recovering from episodes of mental ill health. Speaker 5 will discuss using filmmaking to explore and increase awareness of mental health concepts. Speaker 6 will comment on how an understanding of the social networks of adults with opioid dependence can help inform service responses, despite many lacking these supports. We will then engage in an interactive discussion of how we can create a more inclusive space through community psychology principles and practice within NSW.

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Social Mobility, Well-Being, and Justice in Higher Education across Cultures.

Sasao, T. (International Christian University, Japan), Jourdain, G., Jeftic, A, Homma, T., Suarez-Balczar, Y., Okuyama, Y., & Bokszczanin, A.

Social mobility, broadly defined as the movement of humans, communities, and families, has been on the rise in many parts of the world for a number of reasons. As such, institutions of higher education have been tasked to provide open and equal opportunities for all students to learn, succeed, and positively contribute to local, national, and global societies especially among refugees, immigrants and asylum-seekers. In fact, great strides are being made in optimizing the access, retention, completion and perhaps post-graduation success. However, the success of such endeavors has been an exception rather than the rule around many institutions, especially given huge disparities among youth, women and minorities. The objective of the proposed roundtable is to bring together several community psychologists from the world's "hot spots" and "cold spots" for migration and gender issues in order to address developmental and educational issues particularly for youth and women in East Asia, Europe and the US. One major issue here is the education of those who are in the margins, i.e., migrants, refugees, women and youth, ethnic and religious minorities, and intersectional individuals who are displaced by economic and political turmoil and sustained conflict. Some of the educational issues will target the refugee women in India, women and youth in Brazil, Filipino and Korean women and children in Japan, displaced young women in Bosnia-Herzegovina, Maori youth in Aotearoa/New Zealand, new migrants in Poland, and Latinx women and youth from South America in the US. Many of the higher education institutions in intractable and even non-intractable areas around the world have yet to fully address many of these educational and developmental issues among youth and women's lives. Therefore, the second objective of the roundtable is to provide comparative perspectives on the future of interventions to promote the well-being of women and youth through the institutions of higher education in Asia, the US, the Oceania and Europe.

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Addressing the Climate Emergency: Community and Peace Psychologists Team with Young People.

Sanson, A. (University of Melbourne, Australia).

The climate emergency is affecting communities worldwide but will disproportionately impact on disadvantaged communities and on the next generation – this makes it an issue of both structural and intergenerational injustice. With rare exceptions, the responses of governments in Australia and across the globe are in no way commensurate with the threat we are facing. Peace psychologists in Australia have been closely aligned with community psychology for more than thirty years, sharing research and skills on international, inter-group and interpersonal conflict resolution, non-violent protest, and the impacts of issues including media violence, war toys and the nuclear threat on children. Harnessing that alliance of values and action-oriented methods in the context of the climate emergency, this roundtable discussion provides an opportunity for all of us troubled by the inadequacy of current actions to share our concerns, learn from small successes and discuss ways forward. We will explore the roles of psychologists (as practitioners, researchers and teachers) in addressing the emergency in ways which build justice, social cohesion and resilience. We will consider how responses to the emergency might generate collaboration across traditional boundaries, including between young and old, city and country, the global north and global south, first nations and settlers – and also within psychology. In keeping with the core community psychology principle of foregrounding the communities most likely to be affected by the problem and any proposed solutions, we will consider the recent efforts by a group of Australian community and peace psychologists working alongside young people to inform psychology's responses to this global (and increasingly local) emergency. Building on the Australian Psychological Society's youth-focused initiative on climate change for 2019 Psychology Week (https://psychweek.org.au/social-justice-youth-advisory-group/), young people are given centre stage in helping us identify novel processes and socially just solutions.

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Fostering Critical Praxis within University-Community Partnerships: Reflections from Indonesia, USA and Australia.

Agustiagung, R. (Victoria University, Australia), Evans, S., Gabb, L., Keast, S., Pelupessy, D., Sonn, C., & Jimenez, T.

University-community-industry partnerships are often developed with promise of creating social transformation. However, the development of these partnerships occurs within a broader socio-political and historical context that has the potential to counteract these goals; unknowingly moving deeper into a dominant neoliberal ideology – which is sometimes hidden in international assistance and development projects. These contextually embedded, institutionally grounded processes that 'manage' partnerships in line with neoliberal imperatives, ultimately serve to further maintain the status quo and the non-profit industrial complex. Within this context, neoliberalism is a market-based ideology that regards products and activities of university partnerships primarily as commodities. To develop ethical and deliberative partnerships that truly meet the transformational needs of communities we care about, our assumptions must be examined. In this roundtable we propose to unpack dynamics of power that are produced at the borders of university-community partnerships seeking liberation and well-being. We will share our 'impactful' partnerships within our unique contexts in the USA, Australia, and Indonesia. We will describe the range of processes produced through our partnerships, how we understand success, and critically examine epistemological approaches, methodologies and praxis generated through the work. Some guiding questions for the discussion will be:

- What kinds of praxis have succeeded in building new or different knowledges with organisations? Have those knowledges been sustained? How?
- What basic assumptions or epistemological worldviews are embedded in the partnerships?
- How are we positioning the curricula, faculty, and student body within the partnerships? Are they viewed within an ideology where there is an implicit dominant culture?
- In what ways do these examples demonstrate working as a university to dismantle the structures of capitalism, colonialism, and patriarchy?
- What recommendations from these example partnerships can we identify to more deliberately transform the ideological landscape to shift our system to be more life-focused rather than profit-focused?

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How Can Community Psychologists Best Work Towards Gender Equity?

Turner, C. (Victoria University, Australia), Carolissen, R., Van Wyk, S., Madyaningrum, M., Mulvey, A., Sampson, E., Riemer, M., & D'Arcy, C.

In this roundtable we invite participants to examine community psychology's historical and potential contribution to gender equality and equity. A panel of discussants across five countries will present snapshot accounts that taken together: review the history of gender inequity and inequality in society and within psychology; examine the core principles of community psychology through a gender equity lens; identify feminist and more diversity-aware visions of wellness and liberation for people of all gender identities; and locally and globally consider how we can all participate in realising such visions and values, as community psychologists and in our personal lives.

The snapshot accounts include: how Indonesian psychology's alienation from notions of class obscures gender-based discrimination and harassment commonly experienced by working-class women, such as those who work as factory labour feminist social justice; and critical community psychology perspectives on equity in higher education contexts in South Africa adolescent girls' embodiment and friendships within under-resourced communities on the Cape Flats in Cape Town operationalising the right to safe and secure accommodation for women and to the economic independence that supports their ability to maintain that housing. This roundtable represents the next episode in a series of conversations on feminism and community psychology spanning 30 years. We hope it will be an opportunity to continue the dialogue and generate thinking, research and action in both domains.

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Get Your Work Published!: An Interactive Conversation with Global Community Psychology Editors.

Brodsky, A. (University of Maryland, Baltimore County, United States), Mannarini, T., Allen, N., Cicognani, E., Evans, S., Freund, N., Fox, R., Kilmer, R., & Wolfe, S.

There has been an exciting growth in global Community Psychology publishing venues over the past years, with a range of online and print journal, book, and web-based outlets - traditional and open-access - available for practitioners, researchers and communities. This growth comes as the world of publishing is simultaneously seeing an explosion of ways to share information along with threats to traditional models and means. For those trying to operate outside the traditional system, there is conflict over the meaning and value of traditional and new impact measures, databases, and the like. And, even with all the new ways of reaching audiences, we see a competition for eyeballs and a difficulty for editors to keep people informed about opportunities to both contribute to and gain from what is being produced and published in the field. Relatedly, researchers and practitioners, particularly those new to publishing, still have questions, concerns and misconceptions about getting their work out to the world. This symposium will bring together global Community Psychology editors to talk in global perspective about publishing in community psychology and the various processes, interests and opportunities that they offer for your work, as well as hear your questions, concerns and most importantly suggestions, for what you would like to see in Community Psychology publishing in the future. Please join the editors/representatives of traditional and open-access journals, including: *American Journal of Orthopsychiatry; The American Journal of Community Psychology (AJCP); The Australian Community Psychologist; Collaborations: A Journal of Community-Based Research and Practice; Community Psychology in Global Perspective (CPGP); Global Journal of Community Psychology Practice (GJCPP); The Italian Journal of Community Psychology* and *The Community Psychologist (TCP)* for a lively conversation to share context, tips, pet peeves, editor suggestions, underrepresented voices and themes in publishing, and your ideas and accomplishments to improve how we spread our work and the field of Community Psychology with the world.

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Preserving Refugee Cultural Integrity: Understanding Peer Support Systems using Life Story Narrative.

Olanrewaju, M. (National Louis University, United States).

Refugees are in need of humanizing approaches to community integration that promote healthy levels of independence and connection to the cultural worldview and practices of home communities. There is a challenge, however, with how our current aid systems for refugee resettlement work with refugees. For example, refugee resettlement agency approaches to integration usually focus aid on an individual basis where adaptation and survival involves evermore sustained dependency on those agencies. These services take the place of other possible community-level type approaches designed to promote coordinated self-care within the affected community where deeper communal bonds exist. Instead, a host culture dominates with complex and "none-reachable" profit-making institutions that suffocate home culture practices. It is within this context that we must then attend to the social dysfunctionality that occurs beyond an interpersonal stress-adaptation-growth dynamic and clarifies why research is challenged in understanding a more successful experience of refugee cultural integration. This session presents findings based on lived experience shared in form of narrative story that reaffirms the importance of intercultural competency, social support, and empathy as core elements of positive interaction. Findings suggest the need to provide a platform to create future initiatives grounded in these elements as others engage in intercultural transitions and develop migrant-host relationships. In addition, we will discuss the roles of refugee peer-to-peer support systems and analyses how life story narrative methodology can help refugees reconfigure broken identity. Questions to be explored include:

- How can we design refugee transition experiences that support cultural authenticity and develop a more holistic sense of social balance?
- What is the value of maintaining refugee cultural integrity?
- What ways do refugee peers play a role in preserving indigenous cultural values and practices?
- How are refugees supported in this process across cultural contexts and in varying cultural spaces internationally?

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Addressing Inequity from a Critical Perspective: An Interdisciplinary Community Engagement Model.

Infante Espinola, F. (Universidad De Las Américas, Chile), Sandoval, H., & Palacios, F.

Inequity has been addressed as a worldwide issue as well as a final outcome for living and working in non-equitable environments. Moreover, it is common knowledge that addressing inequity needs committed stakeholders from different sectors of society and empowering communities. However, the evidence for those who have worked in public policy or community work is that this issue has not been considered in the curriculum for future professionals. The University of the Américas in Chile has developed since 2012 a five stage implementation framework that connects over 7000 students from the Health, Social and Architecture Sciences with neighborhoods from seven municipalities over the course of eight semesters (4 years). Inspired by the work of Amartya Sen, David Harvey, Henry Lefebvre, Maritza Montero, Robert Putnam, Tomás Villasante and implementation science; this framework aims to develop a deep-rooted civic responsibility, professional ethics, knowledge and action on inequity as well as community empowerment to move towards social cohesion, community organizing and community health. Freshman students are assigned a specific neighborhood with active community leaders for four years. Together, they build a trusting and collaborative relationship, design participatory research on social conditions as well as participatory interventions. Data is gathered in three main areas: 1. Implementation data 2. Participatory research data for informing community interventions, and; 3. Students' learning experiences and learning outcomes. After seven-years of implementation, two cohorts of students have graduated and over 39 neighborhoods have been working together with the university. The results have shown that community engagement helps students learn about *inequity*; participatory research keeps stakeholders engaged and involved. Institutional support, long term vision and commitment as well as clear values and principles function as motivators for addressing inequity. Our results strongly suggest that participatory methodologies are key to combine and balance knowledge, expectations and political pressures.

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What have International Conferences Contributed to Community Psychology?

Serrano-Garcia, I. (University of Puerto Rico, Puerto Rico), Torres, L., Bond, M., Keys, C., Jeong, A., Velázquez, T., & Ortiz-Torres, B.

International conferences started in 2006. Since then, seven conferences have been held around the globe. There has been an average attendance of 647 participants from an average of 35 countries. These events have facilitated sharing work from different countries, networking, generating research efforts from varied nations and, overall, demonstrated the spread and breadth of the discipline around the world. Although many who have attended these conferences believe that they have had an impact on the discipline, no one has really examined this empirically. The round table will begin with a presentation of a content analysis of the programs of the previous seven conferences focusing on contributions in five broad areas: theory and concepts (T & C), populations of concern (P), education and training (E/T), interventions (I) and research methods (RM). Preliminary results from the first reading of programs from two conferences has shown that of the four broad areas the mostly frequently discussed was theories and concepts and the least frequent was research methods. In T&C the most frequent subjects were history, development of community psychology and empowerment. The population of concern with the most mentions was youth, while community action/change interventions were favored. Within research methods, participatory research was the most frequent as was a description of particular programs in the E/T category. The content analysis will be complete so that the ensuing discussion, which will include panelists from four countries, will focus on the impact of the conferences, on how their contributions have developed during the 14 years since their inception, on gaps that remain and on recommendations of future directions for the development of international community psychology. Active participation of all present will be promoted.

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Healing and Climate Sustainability: Our Role as Community Psychologists.

Unanue, I. (Palo Alto University, United States), Trott, C., McInerney, E., & Even, T.

Societal transformation towards sustainability is urgently needed not only to avert catastrophic instability and loss, but to stimulate a process of healing - environmentally and socially. A burgeoning body of research is demonstrating that extreme climatic events, beyond bringing devastation, may also serve as a "site of possibility" for community transformation. In the aftermath of disasters, alternative discourses arise that promote collective action, sustainable practices, and increased appreciation for nature. These post-disaster discourses, however, are often reabsorbed into the dominant discourse effectively losing their hold and returning to business-as-usual. In a similar vein, despite relevant knowledge on personal and community-level transformation, much psychology research on sustainability focuses on "resilience" rather than "healing". Whereas resilience implies a speedy return to the status quo (i.e., becoming healthy and strong after misfortune), healing has been defined as a process of moving individuals towards a greater sense of wholeness within themselves and in relationship with their surroundings. In contrast to the language of resilience, healing implies deep transformation in response to global change - including relearning how to relate to ourselves, one another and our environments in ways that promote flourishing communities and thriving ecosystems. In this roundtable, we will explore ways in which community psychologists can promote healing at micro- and macro-levels. Facilitators will draw on their experiences working with children, families, activists and communities in the US Mountain West, Haiti, Florida and Puerto Rico towards facilitating community-level action and transformation in response to climate change. We will use participatory methods to bring all voices into the discussion and to establish a network of scholars working to promote healing and transformation in response to global sustainability challenges.

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Engaging the Decolonial Turn: Mapping Decolonial Transnational Critical Community Psychologies.

Fernandez, J. (Santa Clara University, United States), Sonn, C., Lugo, E., Groot, S., Orellano, C., & Barhouche, R.

Collectively and relationally, in this session we invite panelists and attendees to reflect critically upon our respective engagements with the *decolonial turn* (Maldonado-Torres, 2018) across our respective contexts and facets of our professional trajectories. Through these conversations, we engage with the *decolonial turn* from our respective positionalities. Because we understand the *decolonial turn* as an on-going process and project, which refers to the theoretical, methodological and epistemological contributions of Global South scholars towards the deconstruction of knowledge, power and being (Maldonado-Torres, 2018), we see value in forging space at international gatherings for critical conversations. Building upon these prior gatherings, we propose an international innovative session that brings together panelists whose scholarship seeks to re-imagine and work towards decolonial critical community psychologies of the Global South. In this roundtable, panelists and audience members will consider questions about coloniality and its implications for community, research and action. We will explore the implications of the resurgent decolonial turn from our respective contexts by responding to several interconnected questions, such as:

- How does decolonial work diverge/converge with other critical projects in community and applied social psychology?
- How can we create a space where we can engage dialogues on the *decolonial turn*?
- What are the tensions/challenges between our values and decolonial orientation?

By attending to these questions, the roundtable will push CP disciplinary regimes toward working new perspectives of the field, as well as adding to prior conversations on the *decolonial turn*. Decolonial epistemologies that honor and credit the body of scholarship from the Global South will strengthen the field as it strives towards intersectional, transnational, and transdisciplinary paradigms.

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'My Children are Revolting!' Collective Care for Young Climate Activists to Thrive.

Burke, S. (Psychologists for a Safe Climate, Australia), Harré, N., & Keast, S.

Following the inspiring lead of Greta Thunburg, who started a climate strike from school outside the Swedish Parliament as a 15-year old in 2018, thousands of school children around the world have started walking out of school to demand action on climate change from their leaders. In this roundtable we are bringing together psychologists and the young 15yr old girl who started the Australian school strikes with friends in her home town of Castlemaine. We will also connect virtually with two of the organisers of the school strikes in Aotearoa/New Zealand. This will be a fascinating discussion about the origin of the school strikes, and address critical questions like how we, the adults, can support young people in their climate activism without making them feel it is all 'down to them', how to help manage hope and fear in young people, and how to build communities of care that work with young people and their activism. Join the 'experts', Milou Albrecht (15 year old school striker), Prof Niki Harré, (author of 'The Infinite Game' and 'Psychology for a Better World', Dr Susie Burke (co-author of 'Raising Children to Thrive in a Climate Altered World'), and Sam Keast (educator, community psychology researcher, and rabble rouser), for a wonderful roundtable exploring the needs, passions and aspirations of young people standing up for a better world and demanding change.

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Prefiguring Solidarity in Cross-National Community-University Partnerships: Confronting Intersectional and Institutional Privilege.

Trott, C. (University of Cincinnati, United States), Dutt, A., Riemer, M., Harré, N., & Unanue, I.

From climate change and large-scale involuntary migration to profound economic inequities and health disparities, the world faces a range of complex and interconnected challenges. Often, these challenges have global dimensions, and increasingly, these challenges are described in terms of "crisis" and "chaos" – implying their destabilizing effects at multiple levels, from ecosystems to institutions to daily lives. Such challenges require coordinated, collaborative and collective action across boundaries of university and community, across borders of nation states, and across lines of intersectional and institutional privilege. As community psychologists, who often find themselves working at these critical junctures and most often from a position of privilege, it is imperative to engage in reflexive dialogue aimed toward strengthening our abilities to work in solidarity with communities to promote just social transformation. In this interactive roundtable discussion, five facilitators from the U.S., Canada and Aotearoa/New Zealand will raise questions rooted in their experiences with international, community-engaged and action-oriented research in the areas of sustainability, health and human rights. For example, how do we envision and live out our commitments to solidarity-driven research in a context where global power structures and nationality-based privilege often translate into exploitative research relationships and outcomes? Put differently, how do we push back against extractive research practices, particularly in the context of global crises (e.g., the climate and refugee crises) that already exacerbate existing social inequalities? And in doing so, how do notions of empowerment and self-determination for communities sit alongside the need for collaboration and compromise? Finally, how must the traditional role and expectations of academic systems transform in order to facilitate our ability to work adaptively in the midst of instability? We will collectively explore these and other questions, as well as develop a contact list of attendees with shared interests who wish to continue this crucial conversation.

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Navigating Multiple Boundaries for Peace.

Law, S. (Victoria University, Australia), Suffla, S., & Miletic, T.

Peace psychologists and practitioners have long been active in promoting peace through research, teaching, projects and advocacy in different parts of the world. This roundtable discussion aims to promote dialogue with a wider and diverse audience to discuss, in particular, the roles of community/peace psychologists and practitioners in responding to a time of global turbulence. Discussants from peace and community psychology in Australia, South Africa and members of diverse communities will engage in the roundtable discussion which will be an opportunity for colleagues across disciplines, communities of diverse backgrounds, and practitioners across sectors to share their understandings and perspectives on peace, community and peaceful practices. The discussants will begin by sharing a few case studies of boundary-crossing practices. This will be followed with small group discussions that explore such questions as: What does 'peace' mean to different people? What does it take to navigate and work across boundaries (identities, disciplines, worldviews) in peaceful ways? How do we navigate power? What are some of the peace research methods that can be used to assess impacts across boundaries? Critical reflections will be offered on the challenges and opportunities that emerge from the discussions.

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Diálogos y Movimientos en Psicología Comunitaria: Miradas Sobre el Cambio Social. Sesión 1 & Sesión 2.

Di Iorio, J. (Universidad De Buenos Aires, Argentina), Grondona, G., Opazo Acevedo, L., Arrieta, C., Carmona, M., Rodriguez, A., Rigueiral, G., & Herazo, K.

Nuestras prácticas como psicólogos y psicólogas comunitarios/as emergen como producto de un entramado de problemas sociales, teorías y prácticas condicionadas por luchas políticas, ideologías y cambios socio-económicos y culturales. En este sentido, la promoción de procesos de fortalecimiento comunitario, en términos de reconocimiento, participación y organización, no se reducen a la implementación de técnicas o métodos, sino que supone la incorporación de definiciones éticas y políticas. La persistencia de formas de desigualdad social, el surgimiento de nuevas expresiones de inequidad y la restricción de derechos sociales, políticos, económicos y culturales en los que se despliega la vida cotidiana en los escenarios actuales en distintos territorios del Sur y Norte global, interpela a la Psicología Comunitaria. Se configura un campo de disputas de sentidos en torno a las dimensiones de la transformación social dentro del cual, la Academia cumple un papel relevante en la legitimación de ciertos saberes y prácticas sociales: ¿Qué noción de cambio social está implícita en las prácticas de investigación-acción-formación? ¿Cambios en quiénes? ¿Para qué? ¿En qué sentidos o direcciones? ¿Cuáles son sus alcances y sus límites? El itinerario de 2 sesiones está organizado por un colectivo en movimiento proveniente de Argentina, Brasil, Chile, Colombia, Costa Rica, España, Ecuador, México, Perú, Puerto Rico y Uruguay y que se encuentra regularmente en el marco de los Congresos Internacionales de Psicología Comunitaria. En la primera sesión nos proponemos reflexionar sobre nuestras prácticas a partir de disparadores iniciales que ordenen la discusión posterior sobre los procesos de formación-intervención-investigación de modo situado. La intención de esta mesa, en sintonía con la otra sesion que forman parte de un mismo trayecto problematizador, es aportar a una reflexión sobre nuestras prácticas actuales y darnos un debate acerca de sus sentidos y del modo en que contribuyen a la construcción de respuestas en clave del cambio social. En la segunda sesión nos proponemos problematizar las prácticas de formación, recuperando las experiencias de España, Perú, Argentina y México.
La intención de esta mesa, en sintonía con la otra sesion que forman parte de un mismo trayecto problematizador, es aportar a una reflexión sobre nuestras prácticas actuales y darnos un debate acerca de sus sentidos y del modo en que contribuyen a la construcción de respuestas en clave del cambio social.

Dialogues and Movements in Community Psychology: Insights into Social Change. Session 1 & Session 2.

Our practices as community psychologists and psychologists emerge as the product of a network of social problems, theories and practices conditioned by political struggles, ideologies and socio-economic and cultural changes. In this sense, the promotion of community strengthening processes, in terms of recognition, participation and organization, is not limited to the implementation of techniques or methods, but rather involves the incorporation of ethical and political definitions. The persistence of forms of social inequality, the emergence of new expressions of inequity and the restriction of social, political, economic and cultural rights in which daily life unfolds in current scenarios in different territories of the global South and North, challenges Community Psychology. A field of meaning disputes is set up around the dimensions of social transformation within which the Academy plays a relevant role in the legitimation of certain social knowledges and practices: What notion of social change is implicit in research practices-action-training? Changes in whom? For what? In what ways or directions? What are its

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scope and limits? The 2-session itinerary is organized by a collective emerging movement from Argentina, Brazil, Chile, Colombia, Costa Rica, Spain, Ecuador, México, Peru, Puerto Rico and Uruguay, that meets regularly in the framework of the International Congress of Community Psychology. In the first session, we propose to reflect on our practices from initial triggers that order the subsequent discussion on the training-intervention-research processes in a situated way. The intention of this roundtable, in tune with the other session that is part of the same problematizing journey, is to contribute to a reflection on our current practices and give us a debate about their meanings and the way in which they contribute to the construction of answers key to social change. In the second session we propose to problematize training practices, recovering the experiences of Spain, Peru, Argentina and México. The intention of this table, in tune with the other session that is part of the same problematizing journey, is to provide a reflection on our current practices and give us a debate about their meanings and how to apply them to the construction of responses in key to social change.

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Can Organisations with a Beating Heart Please Stand Up?

Harré, N. (University of Auckland, Aotearoa/New Zealand), Olson, B., Jimenez, T., Rhodes, P., Lee, G., Dzidic, P.

We discuss what it means for an organisation to have, and act consistently with, the values that underpin the good society. We call these organisations with a "beating heart". The metaphor has come from our observations of how people, when interacting directly with one another on matters that genuinely interest them (mostly) seem to act in accordance with the values that promote cooperation and the common good. They listen, learn, and are responsive and empathic. However, the beating heart that infuses such interactions is much harder to detect at the organisational level which is so often lifeless and may appear captured by an alien, colonising force. What goes wrong? Is it possible for organisations to live and breathe the same adaptive, constructive processes that characterise ordinary human relationships? How do organisations with a beating heart arise, what do they look and feel like, how are they sustained and what are their impacts? Can we, as community psychologists and insiders to these organisations *"work the boundaries"* and revive the ailing pulses of settings that have become sluggish with repetition and apathy? Our discussants will each give a brief response to these questions. Niki Harré will argue that the beautiful mission of the university is being suffocated with our penchant for competitive finite games. Brad Olson and Gordon Lee will comment on the discipline of psychology, and Peta Dzidic will examine how science for the public good can turn bad. Paul Rhodes will focus on mental health services as non-places and embodied open dialogue as an alternative, and Tiffeny Jimenez will show how non-profit organisations may find themselves enacting neoliberal values while espousing the values of liberation. We will then involve all attendees in a broader discussion of whether, and how, community psychologists can help organisations develop a beating heart.

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Feminist Solidarity in the Classroom: Strategies for Teaching about Gender and Justice.
Bakhshay, S. (Mills, United States), Dutt, A., & Kohfeldt, D.

Societies globally have made significant strides in advancing gender justice. Simultaneously, substantial backlash to feminist progress has been felt all over the world. These changes and reactions have a meaningful impact on the ways we teach, discuss and engage in actions related to gender, gender identity and feminism in university classrooms. For example, where many universities now require students to complete sexual assault awareness and prevention trainings, several prominent politicians in the United States, including the US president and the most recently appointed US Supreme Court Justice have been charged with committing sexual assault by multiple women. Additionally, #MeToo movements have spread awareness of gender inequity and the prominence of sexual assault culture throughout the world. In this roundtable we will collectively discuss the challenges of teaching about gender and social justice based on the presenters' scholarship in community psychology and experiences teaching in a variety of university contexts. Further, we will open up space for shared discussion, reflection, and strategy development on the following topics: teaching foundational material in ways that resonate with Generation Z students; incorporating diverse theoretical, political, activist and policy viewpoints in the classroom; teaching and learning from students who have personal experience with gender-related trauma; the challenges and benefits of teaching about gender in single-sex/gender institutions and/or classrooms; managing institutional mismatch with the aims of gender justice courses; and focusing on the long arc of gender justice during difficult times. We will collectively explore these and other topics, and will develop a contact list of attendees with shared interests and experiences who wish to continue sharing tips, insights and support related to this topic.

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Tango or Dodgeball: Partnering with Community and Government Organizations for Research.

Oberoi, A. (University of Miami, United States), Birman, D., Trickett, E., & Prilleltensky, I.

In this roundtable, we will engage the participants in a discussion on various strategies for engaging and partnering with community-based organizations and state and federal government offices for research and service-learning projects in courses. The discussants will facilitate an exchange among participants on the rewards and challenges of developing, managing and sustaining such partnerships. For example, we will share ideas on the following themes related to this topic: a) why it's important to build partnerships; b) importance of volunteering your time to maintain connections; c) principles of collaboration; d) calling on people out of the blue; e) securing letters of support from others for grant application; f) what to do when invited to do consultation or serve as an consultant in a grant; and g) balancing creating an eco-identity with boundaries of such relationships. Finally, the discussants will facilitate a dialogue around how to navigate the mostly competing demands of academia of publishing and securing grants, while being a resource for these organizations and state and federal agencies for creating sustainable systems change, which takes time. Discussants include academics who partnered with (1) a state agency on two different research projects focusing on late arriving refugee youth; (2) schools over several years to support services for immigrant and refugee youth; and (3) several community-based organizations to offer semester long service learning projects for both undergraduates and graduate students to apply research and evaluation skills. This roundtable will engage participants directly in exploring the conferences theme of "Working the Boundaries", highlighting how educators and researchers foster alliances with organizations and governments, and work in empowering and self-reflexive ways.

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Quehacer de la Psicología Comunitaria: Estudio Respecto las Prácticas Profesionales en Latinoamérica.

Opazo, L. (Universidad De Valparaíso, Chile), Rodriguez, A., Berroeta, H., Di Iorio, J., Estrada, S., & Lenta, M.

En Latinoamérica la consolidación de los regímenes democráticos, y la mayor o menor instalación del sistema neoliberal, han afianzado una hegemonía del financiamiento gubernamental en la intervención social. Este fenómeno ha generado un contexto en el quehacer de la Psicología Comunitaria, desplegándose tensiones entre la práctica y los principios disciplinares. En este marco, si consideramos que toda práctica establece relaciones entre elementos o agentes de manera que las identidades de estos son modificadas como resultado de la práctica articulatoria, tenemos que en este proceso los sujetos desarrollan acciones en sus entornos que los modifican y a su vez son modificados por ellos. Por tanto es fundamental para el campo de reflexión académico conocer el modo en que se despliegan estas prácticas en los diversos escenarios nacionales de los países Latinoamericanos. Se presentan los resultados finales de la investigación multicentro de tipo cualitativo, patrocinado por la Red Latinoamericana de Formación en Psicología Comunitaria, de los equipos académicos de Argentina, Chile, México y Uruguay. Mediante entrevistas y grupos de discusión con profesionales de la psicología comunitaria, este estudio indaga en las particularidades que tiene el quehacer de la disciplina en los distintos países y contextos de prácticas profesionales que se desarrollan en proyectos insertos en comunidades, analizando las diferencias, similitudes y oposiciones en términos de acción y estrategias empleadas en los contextos específicos en que ejercen sus actividades. Se generan cuatro temas de análisis; rol - identidad, políticas públicas, dispositivos y transformación social, desde los cuales se establece un diálogo de las particularidades y semejanzas entre los distintos contextos que contribuye a una visión acerca de las tensiones, dificultades y oportunidades para la disciplina en Latinoamérica. Las estrategias y dispositivos metodológicos implementadas en su quehacer si bien conservan elementos del paradigma comunitario, varían atendiendo a las temáticas y condiciones de la población.

Work of Community Psychology: Study Regarding Professional Practices in Latin America.

In Latin America, the consolidation of democratic regimes and the greater or lesser implementation of the neoliberal system, have consolidated a hegemony of government financing in social intervention. This phenomenon has generated a context in the work of Community Psychology, unfolding tensions between practice and disciplinary principles. In this framework, if we consider that every practice establishes relationships between elements or agents in such a way that their identities are modified as a result of articulatory practice, in this process the subjects develop actions in their environments that modify them and are in turn modified by them. Therefore, it is essential for the field of academic reflection to know the way in which these practices are deployed in the various national contexts of Latin American countries. The final results of qualitative multicenter research, sponsored by the Latin American Network for Training in Community Psychology, of the academic teams of Argentina, Chile, México and Uruguay are presented. Through interviews and discussion groups with community psychology professionals, this study investigates the particularities of the discipline in different countries and contexts of professional practices that are developed in projects inserted in communities, analyzing the differences, similarities and oppositions in terms of action and strategies used in the specific contexts in which they carry out their activities. Four analysis topics are generated; role-identity, public policies, devices and social transformation, from which a dialogue of the particularities and similarities between the different contexts is established that

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contributes to a vision about the tensions, difficulties and opportunities for the discipline in Latin America. The methodological strategies and devices implemented in their work, although they preserve elements of the community paradigm, vary according to the themes and conditions of the population.

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Looking in a Mirror: Confronting White Supremacy in Ourselves.

Rauk, L. (University of Miami, United States), & Evans, S.

White people experience their race as neutral and invisible, limiting the awareness of their own racial identity as distinct, which perpetuates the notion that white cultural practices are normative and universal (Green, Sonn, & Matsebula, 2007). White privilege places the white researcher at the center of inquiry, labeled as the expert in spaces they occupy (Bergerson, 2003). As white researchers working collaboratively with a Black-led, youth empowerment organization, we've been examining the invisibility of whiteness within ourselves and the broader field of community psychology that we represent. Through engagement with this organization and our own anti-racist practice, we have to consider that we have not often enough been forced to reflect upon our own race and privilege. This is generally not a requirement of the white-dominated systems and institutions in which we operate. The notion that white is neutral has made it possible for us to move through much of the world without thinking about race at all as we enter spaces with people of color who have been thinking about and experiencing race/racism their whole lives. We ground this discussion in critical race theory, whiteness studies, decoloniality and critical reflexivity. Whether you are just beginning to reflect on white supremacy, or you are engaged in a continual practice of reflection, we welcome you into our conversation to explore how we locate whiteness and white privilege, rather than racism, at the center of our anti-racist practice.

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Women of Colour 'in' Academia: Political Creativity and (Im)Possibilities of Solidarity.
Ali, L. (RMIT University, Australia), Dutta, U., Guntarik, O., Fernández, J., Kessi, S., Kasat, P., & Niaz, N.

Expressions of embodied political creativity and radical being of and for solidarities of resistance have been long described by African American, Global South, decolonial, Indigenous and other women of colour scholar activists (e.g. Hill Collins, 2002; hooks, 2000; Grande, 2000; Lorde, 1984; Lugones, 1987; Moraga, 1983; Smith, 1999; Wynter, 2003;). Gloria Anzaldua (1990) writes:

> *A woman-of-color who writes poetry or paints or dances or makes movies knows there is no escape from race or gender when she is writing or painting. She can't take off her color and sex and leave them at the door of her study or studio. Nor can she leave behind her history. Art is about identity, among other things, and her creativity is political.*

As Women of Colour, this way of thinking about identity and knowledge inspires us to ask how we see our own positions in the academy. How do (neo)liberal institutions receive the voices and knowledges of racialized women? How do we co-create safe and enabling spaces for embodied knowledge production that is inherently political? What are ways in which we resist, disrupt, and transform intersecting vectors of inequality? Through these conversations, we will not only name heteropatriarchial and institutionalized racism through which the women of Colour and their labour are tokenised, appropriated, co-opted and silenced in academia, we will also identify the moments for forging and fostering solidarities of resistance, belonging and social change. We seek new spaces of knowledge production that are agentic, productive, disruptive while driving change for and with the communities through which we each engage our work. This discussion panel offers a way to think about 'political creativity' and generative possibilities for forging solidarities of resistance and belonging.

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Music as a Weapon for Social Change.

Cacnio, G. (Hana Early Childhood Center, United States), & Guerero, R.

As Filipino migrants, victims of forced migration our journey of discovering ourselves away from our native land, discovering our own self-worth, and being faced with racism, classism and all those silent killers, we tend to base our own self-worth on other people and on other people's culture. But to discover oneself is to learn, relearn, unlearn, remember and reclaim one's history, culture and language. The most tangible and accessible way of relearning and reclaiming our history, culture and language is through pro-people music. Music that speaks about the realities of the Filipino people and Filipino migrant. Music is a vehicle of inspiration, and we believe that inspiration precedes change. While we believe in free speech, we also believe that negative expression feeds the cycle of oppression. Our role as cultural workers is to be critical of these messages as well as our own, confront our contradictions and understand that we do not get liberated by chance, it is about recognizing the fight to get it. This presentation will feature two music videos of original Bagwis' music. The first is the song Dugo ng Tubo (Blood of the Sugarcane). Dugo ng Tubo was written as a response to the violent dispersal of strikers and the killing of seven farmers in Hacienda Luisita on November 16, 2004 under the Arroyo administration. After the Hacienda Luisita massacre, more farmers, workers, human rights activists and church leaders were casualties to extrajudicial killings in the Philippines. Sadly, these extrajudicial killings and forced disappearances are still prevalent under the current Duterte administration. The song is written in Tagalog and both music and video features sounds and footage from the documentary about the Hacienda Luisita massacre. Analysis of the song by high school students from the Philippines will be discussed in the presentation. The second video will feature the song Young Brown Warriors. This song was written in January of 2010, 5 months before the death Randy Maguigad, the MC/rapper of Bagwis Collective. Randy was not able to record his vocals on the song. Being the youngest member of Bagwis, the title is dedicated to Randy. Randy has been organizing since he was twelve years old until his untimely death at the age of 20. Performing the song has been a way for the collective to grieve. The lyrics of the song is a battle cry to our young youth of color to keep on organizing and fight the US war machine. It also talks about the struggle of Palestinian people and their right of return. Lyrics includes a chant, usually heard in an anti-war protest. Falling under the reggae genre, Young Brown Warriors also speaks about the economic war in Jamaica.

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Community Engaged Research and Praxis: It's all about Building Bridges.
Taliep, N. (University of South Africa, South Africa), Bulbulia, S., & Jonas, M.

Over the last few years, there has been an increased awareness that traditional approaches fall short in addressing safety and health challenges confronting communities globally. A need exists to integrate research with action by optimising community participation. Community engagement is the cornerstone of community engaged research and praxis. Embracing and embedded within a community – based participatory research ethos, this study aims to critically illustrate with a tapestry of narratives and reflections, how a research and a community – based organization partnered by mobilizing the youth and community assists to prevent interpersonal violence, promote generative masculinities and femininities, safety and peace in a disenfranchised context in Cape Town, South Africa. This study also demonstrates the tenacity and resilience of community – based activist researchers and affirms their agency and activism having transcended insurmountable challenges in their quest to advance social justice and transformation and foster sustainable community building.

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Xolobeni Goddamn! Rural Resistance to Roads that Divide.

Canham, H. (University of the Witwatersrand, South Africa).

The 100 kilometre coastline stretching from Xolobeni in the North to Port St Johns in the South traverses the coastal length of Pondoland. This place of rugged hills and sheer drops is also the ancient home of the Pondo people. In a bid to exploit the tourism and mining resources of the area, capitalist development discourses of large multinational corporations and government have been woven into those of community development. The coastal hillside rural communities have resisted attempts to build a modern toll highway across their villages. They argue that a highway will divide their land and disrupt their way of life including agricultural and livestock subsistence farming. Instead, they contend that current roads are built to support their way of life and to respect their ecologically sensitive environment. In this paper we explore publicly available archives such as social media write ups, images, videos and films released by the Amadiba Crisis Committee that has formed the bulwark of the community's resistance. We demonstrate how this local resistance illustrates community psychological principles of partnerships, resistance through social movements, and environmental justice. Finally, we point to the possible pitfalls that face both development discourses and community resisters.

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Implementation of a National Mental Health Intervention in Educational Communities: What do Successful Teams Do that the Rest Don't?

Leiva Bahamondes, L. (University of Chile, Chile).

Over the last few years, the field of school mental health (SMH) has expanded in connection with promotional and preventive initiatives. This is because schools are community settings that provide a suitable context for solving issues related to the psychological well-being of children and adolescents. In this regard, it is not only relevant to evaluate the effectiveness of these interventions but also to properly transfer and maintain the contexts in which they were, to avoid any discrepancies between what studies' report about effective interventions and the actual event. The evidence indicates that, for an intervention to succeed and achieve the expected results, certain elements must be present in executing teams. They are a major factor in an intervention's success, however, they can vary in terms of technical and academic abilities. Although teams are generally regarded as cooperative; their time constraints, aims, and strategies differ. In this context, it is important to understand that programs are implemented in educational communities by teams composed of a variety of professionals, which may affect the execution due to a lack of shared competencies. Therefore, it is necessary to identify the characteristics that teams must have for interventions to achieve their expected results. This study aimed to identify the elements that characterize local teams which implement a nationwide preventive mental health intervention in schools and achieve better results. A mixed-methods sequential explanatory design was conducted in two phases: (1) teams were characterized according to their level of achievement in the preventive intervention through latent class analysis; and (2) case studies of three teams with different implementation results were conducted by performing content analysis on interviews, observations, and documents. It was established that more effective teams have better planning, are more familiar with the intervention, and are more aware of their strengths and weaknesses. Effective teams also implement culturally pertinent actions aimed at increasing knowledge about the intervention, which causes schools to experience it as part of their community, since they include the intervention in their regular dynamics. Lastly, the importance and relevance of these elements when working in educational communities is discussed.

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Using Foucauldian Discourse Analysis to Explore Contemporary Community Issues.
Keeley, J. (Curtin University, Australia).

Foucauldian Discourse Analysis (FDA) is an increasingly popular form of qualitative inquiry that attends to discourse and its role in creating and reinforcing social norms and power differentials. The term discourse encompasses a wide range of interactions including talk, text, cartoons, dance and news articles. FDA was developed in the 1970s and is informed by the philosophies of Michael Foucault and other post-structuralists. Willig (2013), and Wiggins and Riley (2019), have presented guidelines for conducting an FDA that can be applied to a range of data types, however, the authors primarily focus on interview data. This presentation will discuss some of the nuances associated with conducting an FDA on media data, drawing on two examples broadly related to the construction of individuals with an intellectual disability. The first example explores the framing of psychotropic medications in relation to people with an intellectual disability by the Australian news media. Three discourses were identified through the analysis of 129 Australian news media articles published between 2013 and 2019. These discourses include: the voice of people with an intellectual disability being absent and discredited within psychotropic medication commentary. The second discourse explores the positioning of people with an intellectual disability as 'other' and a threat to society in relation to psychotropic medications. The final discourses examines the justification of psychotropic medications being contingent on whether people with an intellectual disability are portrayed as either a victim or a burden. The second example aims to examine how the Australia news media frames the mistreatment of people with an intellectual disability by a family member. News media articles published within the last 10 years will be analysed. This study is currently ongoing. Through these examples the benefits, processes, and pitfalls of conducting an FDA on news media data will be examined.

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Exploring Women's Academic Identity in Australian Higher Education using Foucauldian Discourse Analysis.

Phillips, M. (Curtin University, Australia).

Women are underrepresented in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) globally. This is compounded by the influence of the neoliberal academic context, and gendered identities, on the roles, experiences, and expectations of women in academia. These elements can be influenced by governance and power differentials (Foucault, 1972), and as such, it can be useful to critically explore women's experiences and identities using a Foucauldian Discourse Analysis (FDA). An FDA can be adopted to explore how certain experiences are spoken about, how academic norms are constructed and reinforced, and how the academic self can be restrictive in how one acts and what one says (Wiggins & Riley, 2010). Semi-structured interviews were conducted with women who work in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) in Australian public higher education settings. Findings include women's experiences in academia, various narratives surrounding the navigation of academia, and how women's positioning within neoliberal academia influences the forming of their academic identity. These experiences and identities are positioned within powerful structures that "surveil" the woman to engage in certain tasks, exploring what women academics do, how they may think or feel about academia, and the conditions under which these experiences take place. Finally, it has been acknowledged that the literature provides many guidelines in terms of how to use the analysis, which paradoxically has lent itself to misinterpretation. Researchers have become perplexed and unsure of how to implement the tool (Hanna, 2014; Woermann, 2012). As such, my research findings will be grounded within an exploration of how FDA is used in research, to assist other researchers in understanding how to apply this analysis to their own work, and to provide recommendations for its future use in academia.

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Self-directed Supports for People with Disability: A Community Psychology Lens.
Killmier, H. (Guidestar, Australia).

Australia is immersed in its largest reform of disability services in a generation. The National Disability Insurance Scheme (NDIS), now in its final stages of rollout, mirrors shifts towards individualised funding for self-directed care in Western Europe, North America, and other OECD countries. The scheme aims to increase both funding and access to services and support for people with permanent and significant disabilities and the control that people with disabilities have over the design and delivery of their care, and frames this not as welfare, but as insurance underpinned by actuarial analysis, economic modelling and human rights. The $22 billion (AUD) scheme promises to design and deliver disability services differently, with emphasis on service user self-direction, choice and control, increased social, economic and community participation and improved wellbeing. One of the markers of success for the NDIS is that people with disability are increasingly engaging in the economic, social and cultural life of their community. Research demonstrates that people with self-directed support have more active social networks, increased social, economic and community participation and improved wellbeing. Adopting a human rights and trauma-informed approach, Guidestar is a service providing positive behaviour support, therapy, training and support coordination services to people with multiple and complex needs who are in receipt of NDIS funding. Within its interdisciplinary team, Guidestar employs several Community Psychologists and regularly hosts Community Psychology students on placement. This paper applies a community psychology lens to explore the self-directed care model, particularly for individuals with multiple and complex needs who are accessing NDIS funding.

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The Value of Community Engagement in the Development of an Assessment Measure.
Ismail, G. (University of South Africa, South Africa).

The participatory engagement of communities has been asserted as a requirement for the promotion of community safety research and interventions in South Africa. More often than not in instrument development research, the process of developing a measure is linear with minimal recognition and integration of the expertise and indigenous knowledges of local communities. It is anticipated that such locally generated information would benefit and is arguably vital for instrument development. Most existing community safety research measures have been developed and validated in Western countries, with these not consistently aligning with the South African context. The aim of this presentation is to consider the use and value of the participatory community engaged approach adopted to underpin the instrument development process. A participatory research design enabled a bottom-up approach, allowing access to local knowledge whilst at the same time enabling the co-construction of knowledge from multiple sources, with opportunities for transparency and accountability, power-sharing amongst community members and the researcher, and the inclusion of community voices adding to the veracity and social relevance of the assessment measure. The participatory approach and community engagement strategy highlighted community voices and community-centered cultural articulations in the instrument development process enabling the development of a culturally sensitive and contextually relevant assessment measure.

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Embodied Ways of Knowing.

Agner, J. (University of Hawaii At Manoa, United States).

Psychology has long ignored embodied experience and embodied ways of knowing, partially because it is rooted in a Western epistemology that separates body and mind. Most psychological theories treat individuals as essentially formless. This limits our ability to incorporate embodied knowledge into our research and practice and ignores the physical reality of the interconnections between humans and place. However, multiple epistemologies are beginning to infiltrate academic discourse, primarily spearheaded by indigenous scholars, and embodied ways of knowing are increasingly recognized and explored. The role of the body in both individual and historical trauma is gaining recognition (Rothschild, 2000; Van der Kolk, 2015) as is the interrelation between embodied experience, health of the environment, and health of the individual (Johnston, Jacups, Vickery, & Bowman, 2007; Meyer, 2001). The purpose of this roundtable is to review and discuss some of these advancements in embodiment theory and research, to examine their implications for community psychology, and to capitalize on the collective wisdom of diverse scholars and practitioners that gather at the conference. Together, we will explore diverse forms of embodied knowledge, how we might incorporate more embodied experience in our research and theory, and the potential implications for this vision on community health.

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Questioning Social Capital in Relation to HIV Prevention.

Buhendwa, P. (University of Kwazulu Natal, South Africa).

The focus of this paper is the influence of social capital on HIV prevention with French speaking refugees from Bukavu, DRC, living in Durban, South Africa. More specifically the research looks at the elements of social capital (trust, norms, reciprocity and networks) on a social bonding level, to better understand whether these elements act as risk or protective factors in the spread of HIV. Current literature shows a growing attentiveness to the role of social, environmental and political influences on HIV risk behaviours. This is supported by the study's findings which confirm the necessity of using a broad ecological framework to explore the social and contextual complexities inherent in a particular community context before HIV intervention work can be of value. Trust, norms, reciprocity and social networks are complex elements in the refugee community and influenced by a myriad of factors including the past and present stressors that are prevalent in the community. In turn, these factors have an effect on HIV prevention and need to be clearly understood. Without such an understanding, interventions offered to the community may well not lead to the desired behaviour change that may help in HIV prevention. While literature reveals that social capital is a useful component in generating positive community relations and can lead to better health status, the study's findings confirm the complexities of these issues in that social capital acts in some circumstances as a protective factor and in others can increase risk behavior. Understanding the way that trust, reciprocity, norms and networks operate in a particular community context is an essential prerequisite to the development of HIV interventions that will add value in a particular community.

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Understanding Microaggression in Psycho-Social Community Intervention.

Miranda, D. (University of Puerto Rico, Puerto Rico), Rivera, N., Lopez, A., & Pizarro, A.

The Integral Intervention with Victims of Crime Project has developed a Social Community Approach which led us to address the beginnings of a violence cycle. Participants were poor youth and children from Puerto Rican and Dominican Republic families. The work team identified a racial/ethnic conflict in the community that required attention to enable community organization efforts to be successful. In this study children and youth participated in the translation and adaptation of the Racial and Ethnic Microaggression Scale (REMS; Nadal,2011). Microaggressions are subtle statements and behaviors that unconsciously communicate denigrating messages (Nadal, 2018). Literature suggests that it is the beginning in a chain of violence practice which is somewhat unnoticeable and therefore unattended, contributing to future interpersonal violence (Nadal, 2018). While the REMS addresses microaggression from the victim's perspective, a scale from the perspective of aggressor is under development. Results from this study are used in psychoeducational group interventions as part of the activities of Building Nonviolent Communities (BNC). The community's discussion of the scale's results were used to initiate actions towards fostering prosocial and equal community relationships. The psychometric results of the scales and their application as part of the BNC will be presented.

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A Wellness Programme for Mothers Living in a South African High-Risk Community: Enacting a Community-Based Participatory Action Approach.

Naidoo, A. (Stellenbosch University, South Africa).

Although the role of mothers within their families is central and families are considered as the essential units of society, mothering in the context of a South African high-risk community has undue complexities. Apart from the compounding risks for families and the reality of many "poverty traps", when mothers' personal and parenting competencies within this context are compromised, then the entire family suffers. There is a need for the development and evaluation of a wellness programme for mothers living in high-risk communities in the South African context. Moreover, scholars argue for a contextual understanding of structural conditions and for the need for a participatory and social justice approach to programme development. The aim of the programme is to strengthen the personal and parenting abilities of mothers living in a South African high-risk community. A participatory action research approach was used to involve participants via interactional processes to engage with the primary researcher to co-construct the wellness programme. Contextual data were collected from two groups of participants, namely mothers and social workers. A photo voice technique was used where mothers obtained information about the assets and the needs of the high-risk community; and a retrospective time-line exercise (data about mothers' lived experiences of life phases); and a focus group discussion with local social workers. Thematic analysis of the collected data pointed to certain skills and competencies that should be included in this programme to enhance mothers' well-being as well as appropriate parenting. The content of the wellness programme comprising of research-generated information and contextual information will be presented with the content and concept mapping of four modules called "Mattering'; "Mothering" "Managing"; and, "Mentoring" located within the theoretical framework of Community Psychology. Guidelines from various parenting programmes are incorporated as best practices toward effective implementation.

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Fostering Family Resilience: A Community Participatory Action Research Perspective.

Isaacs, S. (University of the Western Cape, South Africa), Roman, N., & Carlson, S.

Strong families create strong communities, contributing to the strength of society at large. By increasing family resilience, one begins to increase the resilience of communities. Many families in South Africa, however, experience challenges to their resilience, often owing to a variety of historic, socio-economic, and political factors. Research and intervention planning that attempts to ameliorate the effects these factors, especially upon families who live within disenfranchised communities, must begin with the relationships forged between community stakeholders. The aim of this paper is to share the lessons learned and processes involved in the development of a contextually-based family resilience programme, using a participatory action research (PAR) model within a rural area. We argue that PAR can be used to foster family resilience and in so doing, can mobilise communities and their resources to increase community resilience. Our study found that PAR contributed to increased communication and a unifying of different stakeholder community groups. Lessons learnr included an acknowledgment of the value that communities contribute to research and intervention planning, and the need to maintain and further develop, those relationships both throughout and after the research process.

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Narrativas de Fortalecimiento Identitario en Personas Trans de Ciudad de Buenos Aires.

Rigueiral, G. (Universidad de Buenos Aires, Argentina), & Seidmann, S.

Se presentan resultados parciales de un estudio que aborda la construcción de la identidad y de la realidad de la vida cotidiana en personas trans de la Ciudad de Buenos Aires, Argentina. La denominación trans incluye a personas travestis, transexuales y transgénero. Este colectivo sigue siendo discriminado y estigmatizado, con muchos obstáculos para acceder a derechos como la salud, la educación y la vivienda y en este contexto construyen narrativas acerca de sí mismas, de su situación y de los otros. El objetivo de la presentación, consiste en describir las narrativas reivindicativas de la lucha del colectivo trans y de las organizaciones LGBTI y las que permiten dar cuenta de identidades fortalecidas y en resistencia, ante los procesos opresivos. Con respecto a la metodología se trata de un abordaje cualitativo con un diseño exploratorio. Se han utilizado como técnicas de recolección de datos: el relato de vida y la línea de vida. Para el análisis de los datos, se recurrió al análisis temático, (Braun y Clarke, 2006) y se utilizó el programa informático Atlas. Ti 7.5. Se visibiliza la construcción de relatos que posicionan a la mayoría de las/os participantes como protagonistas de sus decisiones, afrontando los procesos de estigmatización y discriminación que les ha tocado vivir a lo largo de sus itinerarios vitales y en el presente. Se observa la contribución de diversas organizaciones de defensa de los derechos LGBTI y la sanción de la ley de identidad de género argentina en la construcción de modos reivindicativos de posicionarse frente a los hechos. Se considera de suma importancia para las intervenciones desde la psicología comunitaria poder identificar, propiciar y potenciar este tipo de posicionamientos subjetivos que contribuyan a la organización colectiva y a la plena inclusión y desarrollo integral de las transidentidades.

This presentation outlines preliminary results of research about the social construction of identity of transgender people in Buenos Aires City, Argentina. The term “trans” is used to talk about transvestites, transsexuals and transgender people. The objective is to describe the struggle of the trans collective and LGBTI organizations. The focus is on studying everyday life narratives and the ways in which they build resilient identities This group has been suffering discrimination and stigmatization. They have many difficulties in accessing basic rights such as health, education and housing. These everyday life experiences are the place where they build narratives about themselves, their situation and about others. This exploratory qualitative research collected data using life stories and a lifeline. The information was analysed with a thematic analysis approach (Braun and Clarke, 2006) with the informatical support of Altas.Ti 7.5 software. Narratives revealed the influence of the LGBTI human rights groups and the importance of the Argentinian gender identity law. These contributed to individuals’ defense against discrimination and stigmatization. These results are important to evaluate community-based programmes, especially if we are interested in reducing inequality and expanding social, political, economic and cultural rights.

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Impacto de Políticas de Seguridad en el uso de Espacios Públicos Barriales.

Soto, G. (Universidad de la República, Uruguay).

Esta presentación se enmarca en estudios de Magíster en Psicología Social, no se presentan resultados de investigación sino ciertas aproximaciones teóricas a la temática. Entiendo a los Espacios Públicos como espacios de conflicto, según explican Di Masso, Berroeta y Vidal (2017) la naturaleza de los mismos es dialéctica y atravesada por procesos de exclusión social. Los Espacios Públicos Barriales (EPB) dan cuenta del fenómeno socio-espacial que resulta de la interacción entre las características físicas, usos y significados asociados al espacio público a escala de barrio. En relación a los usos de los EPB enfatizo los impactos de la inseguridad como producción subjetiva en el que inciden actores que delimitan y recluyen espacios de la ciudad como inseguros o peligrosos (Pyszczek, 2012). En esta dimensión se agrega la incidencia de las políticas de seguridad estatal, que gestan una penalización creciente de la precariedad en los barrios a través de intervenciones policiales masivas, mostrando los impactos del estado al delinear la inseguridad urbana. Problemática que en las zonas periféricas de la ciudad de Montevideo implica formas de polarización socioeconómica y fragmentación urbana en una clave de segregación habitacional, discriminación racializante y represión naturalizada (Scribano y Seveso, 2012). Se analizarán impactos del ‘’Plan 7 zonas’’ llevado adelante por el Gobierno entre 2013 y 2015 en barrios de la periferia de Montevideo. Éste combinó acciones en materia de política educativa, cultural y social con sofisticados operativos de represión. Entiendo que este tipo de políticas estatales inciden en la producción y resolución de ‘’problemas sociales’’ imponiendo categorías de percepción y sensación que conforman a la inseguridad como producción subjetiva. Nos preguntamos sobre las posibles afectaciones en términos de uso y apropiación comunitaria de los EPB, como espacios que expresan el derecho a la ciudad.

Impact of Security Policies on the Use of Neighbourhood Public Spaces.

This presentation is part of Masters’ studies in Social Psychology, no research results are presented but certain theoretical approaches to the subject. I understand Public Spaces as spaces of conflict, according to Di Masso, Berroeta and Vidal (2017), the nature of them is dialectical and crossed by processes of social exclusion. The Neighbourhood Public Spaces (NPS) account for the socio-spatial phenomenon that results from the interaction between the physical characteristics, uses and meanings associated with the public space at the neighbourhood level. Regarding the uses of NPSs, I emphasize the impacts of insecurity as a subjective production that includes actors that delimit and contain city spaces as unsafe or dangerous (Pyszczek, 2012). In this dimension, the incidence of state security policies is added, creating a growing penalty of precariousness in neighbourhoods through massive police interventions, showing the state's impact in delineating urban insecurity. A problem that in the peripheral areas of the city of Montevideo implies forms of socio-economic polarization and urban fragmentation in a key of housing segregation, racializing discrimination and naturalized repression (Scribano and Seveso, 2012). Impacts of the 7 ’Plan 7 zones’ ’carried out by the Government between 2013 and 2015 in neighbourhoods on the outskirts of Montevideo will be analysed. This combined actions in the field of educational, cultural and social policy with sophisticated repression operations. I understand that this type of state policy affects the production and resolution of ’social problems’ by imposing categories of perception and sensation that make up insecurity as subjective production. We ask about the possible effects in terms of community use and appropriation of EPBs, such as spaces that express the right to the city.

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High Hopes: Can we Rescue Community Resilience?

Ahmed, R. (University of the Western Cape, South Africa), & Mosavel, M.

Resilience research provides an alternative and complementary narrative to the dominant risk framework. At the community level, the idea that in spite of adversity, communities can thrive is a potentially useful framework for current global challenges. It speaks to community agency and that communities not only have to cooperate to survive, but can also transform adversity. However, community resilience in spite of its utility for a range of problems, from natural disasters to violence, seems narrowly confined to relatively similar dimensions, often summarized as different forms of 'capital' that communities possess. The main aim of this paper is to assess the utility of this conceptual framework for diverse contexts. The presentation critically reviews current definitions and approaches to community resilience and provides pointers to a different conceptualisation. It begins with a review of the risk and protective factor discourse and the underlying assumptions and values associated with the notion of community resilience. It argues that current conceptualisations are ahistorical and acontextual, do not sufficiently engage with diversity, inequity and social justice, and are limited to specific hegemonic Western frameworks. The socio-political context, the diverse responses to oppression and the dynamic and contradictory forms of community systems and knowledges seldom emerge in these conceptualisations. The rich history of resistance and social mobilisation in communities, the importance of indigenous knowledges, and the dynamic role of spirituality in communities are some of the significant gaps. A reinsertion of political activism and social action, rediscovering indigenous worldviews, and complementing secular foci with a focus on spirituality are some of the areas that need to be incorporated into current frameworks. The uptake of the resilience framework into the current neo-liberal context is not surprising. Without some of the shifts argued above, it will continue to serve this agenda.

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"They Won't Talk": Telling Farmers' Stories of Mental Health.

Garnham, B. (University of South Australia, Australia), & Bryant, L.

Men in farming occupations have double the risk for suicide compared with the general rate for employed men. Within the literature on farmer mental health, essentialist conceptions of masculine traits such as stoicism and self-sufficiency are held responsible for inhibiting help seeking when male farmers are experiencing distress and poor mental health. These discourses have become enmeshed in practice, with those working in the sector reiterating the mantra that male farmers 'will not talk' about their mental health to professionals. In response to the heightened risk for suicide and the difficulty mental health services have engaging male farmers, rural community groups are mobilizing and creating new modes of engagement to support mental health in their communities. To counteract the dominant discourse that male farmers 'will not talk' about mental health, this presentation draws on a community-based project undertaken in collaboration with mental wellbeing and suicide prevention groups in South Australia. The project produced a community calendar featuring six detailed stories generated from in-depth interviews with farming men. The stories were personal accounts of distress and practices for taking care of the self. This form of storytelling creates narratives of contextualized lived experience that activate normative discourses but also transform those discourses to create social change. When circulated in the local community through the calendar these narratives resonate with other community members with lived experiences of distress and help create conditions of possibility for further storytelling in the community in ways that build solidarity and wellbeing for individuals and communities.

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A Critical Approach: Lessons on Community Engagement from Communities in Pakistan.

Khan, M. (The Indus Health Network, Pakistan).

Efforts to improve community health are weakened by pathological portrayals of low socioeconomic status (SES) communities and 'expert' top-down perspectives, while emphasis on patient-centred outcomes and quantitative evidence of successes paint inaccurate portrayals of milestones achieved in praxis. To counter these issues, a critical approach is adopted by the Community Engagement Centre (CEC), a joint venture between Indus Health Network's Global Health Directorate (IHN-GHD) and Interactive Research and Development (IRD) in Pakistan, which utilizes critical, participatory engagement to promote ownership, empower for sustainable change, and improve health outcomes. It considers contextual and political factors (Nelson & Prilleltensky, 2005) in engaged communities through three ecological spheres of experience (Fox, Prilleltensky, & Austin, 2009):

- The individual sphere: unequal distribution of health problems, exposure to risk factors, disempowerment, internalised oppression, perceptions of control and positive wellbeing;
- The relational sphere: social relationships, support, stigma, neglect, sexism and social exclusion; and
- The collective sphere: barriers to health care, low social capital, economic inequality, access to social programmes and sense of community

The CEC methodology has borne some successes, for example; through engagement, a rural community in Punjab were able to source clean drinking water for their families. There are still areas that require improvement, such as creating sustainable change in attitudes and practices to restrict spread of diseases, or democratic involvement of stakeholders in medical decisions. Argument for a critical community-centred approach is postulated through what works, what does not and why. Through this, CEC shifts the engagement paradigm from the strictly biomedical and pathological to that which addresses political and structural barriers that predetermine the condition, and oftentimes, the fate of community members.

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Creative Placemaking and Cultural Construction of "Organic Bookstore": An Example in Taiwan.

Li, W. (Lunghwa University of Science and Technology, Taiwan).

Under the influence of global trends, the Taiwan government had set 2019 as the first year of "Creative Placemaking". The public and the private sectors are actively investing in funds and resources on this issue. This study aimed to explore the operating strategy of the "organic bookstore" located in a small town of northern Taiwan and how the bookstore motivated community development and cultural construction. Founded in 2014, Shidianzi Organic Bookstore is a second-hand bookstore located in old street of Kansai town. It is an activated space modified from an old house. Founders advocated for the concept of "only exchange books, do not sell books", and for the promotion of reading in rural areas. This research adopted the theoretical perspective of socio-cultural psychology that argues that there is a dynamic relationship between the social system and individual systems. Data collection methods were indepth interviews and participant observation. "Narrative analysis" was the interpretative method. There were four main research findings: First of all, Mr. Lu, the founder of Organic Bookstore, is a forward-thinking key person who holds and promotes the concept of "the importance of reading and the development of art" in this town. Secondly, not only did the Organic Bookstore with warm hospitality become the reading space of community and travelers, but it was found that many cultural creative stores opened at this old street. Thirdly, the participation of local residents in organising an association was crucial factor to boost community. Finally, diversified marketing strategies and business models are important. In addition to bookstores, a backpacker hostel with old house features and in-depth cultural tourism including arts festivals were important in enhancing community cohesion and attracting tourists. In conclusion, Creative Placemaking and local construction must be based on local characteristics and resources.

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Community-Based Recovery? Investigating Alcoholics Anonymous.

Glassman, H. (University of Sydney, Australia), Rhodes, P., & Buus, N.

Alcoholics Anonymous (AA) is a community-based NGO that supports people with alcohol misuse concerns to achieve and maintain abstinence. Qualitative methods are best suited to investigate individual experiences of recovery in AA, since this typically involves not only abstinence from alcohol but also the global psychological growth of the whole person. The aims of Study 1 were to collate and critically review the existing body of qualitative research involving interviews with AA members. This study was designed to (1) examine past studies' findings in order to better understand AA members' experiences, and (2) critically analyse the methodological quality of these studies. A systematic literature search identified 21 papers that were included in the review. Since there is not one established tool to evaluate the quality of qualitative research, we used state of the art methods by reviewing each paper according to many varying criteria, such as methodological rigour, reliability, validity, and the substance of findings (Blaxter, 2013). We concluded that research in this field has been characterised by a relatively uncritical discovery of AA narratives among AA members and by a lack of methodological rigour. Overall, findings demonstrated a pressing need for high quality qualitative research on AA. Studies 2-4 comprised of qualitative interviews with ex-members of AA and current members of AA with differing lengths of time in AA, and includes the first longitudinal study with AA members. Some of the research questions that are being explored include:

- Do short-term and long-term members value the AA program for different reasons?
- Are there differences in the extent to which ex-members, short-term and long-term members identify with AA conceptions of alcoholism?
- Are there different types of responses to AA over time?
- Does long-term AA membership facilitate global psychological growth?

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The Perception and Correlates of Prison Culture at Ravenhall Correctional Centre.

Ng, E. (The GEO Group, Australia), & Burns, S.

Psychologists' work in the criminal justice systems has been criticized as being too individualist, if not colluding with the failed system to blame the victim. In parallel, some critical psychologists' or theorists' stance as manifested in the form of decarceration may be too far from realization in the near future. Given the challenging, if not painful, journey facing many offenders, the recent focus in the international space in promoting a rehabilitative culture of the prison may be a rare opportunity to facilitate a more humane and person-centred approach and intervention, aligned with key community psychology principles. Ravenhall Correctional Centre (RCC) opened in 2017, and since beginning its operations has focussed on promoting a positive culture that helps to facilitate the rehabilitation of prisoners. This paper will share the experience of RCC with its unique approach to offender rehabilitation and reintegration via promoting a more rehabilitative culture in the centre. Furthermore, preliminary findings will be reported on the quantitative measurement of prison culture at RCC and its associated influence on staff and prisoners. The staff component of this study aims to provide empirical evidence to demonstrate how perceptions of prison culture is related to prison staff work engagement, job outcomes, and subjective well-being, beyond the influence of the individual characteristics. In parallel, the prisoner study would examine how prison culture is related to the prisoner well-being and readiness to engage in activities in the prison. Given the importance of the psychosocial environment of a prison on the people involved, this study can provide invaluable insights on understanding whether and how the prison culture impacts the prisoners' and staff's work and well-being. The implication for psychologists' work in the prison setting will also be discussed.

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Renewing the Promise: Toward a New Community Mental Health Movement.

Sylvestre, J. (University of Ottawa, Canada), & Kerman, N.

The community mental health (CMH) movement, arising in response to the shortcomings of deinstitutionalization, has been instrumental in ensuring that people live better lives. Nonetheless, there are a number of significant challenges that persist. Many people remain poor and socially isolated. For many, treatment comes late and is of unclear benefit. This paper contends that in key areas progress has been stalled due to the inherent limitations in how we conceive and practice CMH. These limitations are distinct from the fact that mental health systems are chronically under-funded and programs are not universally available. The professionally driven individual level interventions that constitute the great majority of CMH services and programs do not sufficiently engage in broader level community, policy or social change where the root causes of the marginalization of people with serious mental illness lie. Moreover, CMH thinking appears to remain rooted in the challenges that arose from deinstitutionalization, rather than those challenges faced by people with SMI who are already living in the community, and who have never experienced lengthy periods of institutionalization. In this paper, we outline ways in which CMH can be re-oriented to begin to address the profound social challenges that face people living with serious mental illness. The paper builds on ideas we first introduced in a paper on reasons why CMH systems and programs have not addressed the problem of poverty among people with serious mental illness (Sylvestre, Notten, Kerman, Polillo, & Czechowski, 2018). Specifically, we highlight how a new community mental health movement, informed by citizenship and capabilities perspectives, and oriented to systemic and policy interventions rather than only individual level ones, can hold greater promise for addressing the persistent social challenges facing people with serious mental illness.

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Liderazgo de Mujeres Indígenas Ayuujk en el Municipio de Tlahuitoltepec en México.

Cabrera Amador, R. (Universidad Autónoma Metropolitana, México).

Con base en una investigación orientada a conocer la experiencia de mujeres que han sostenido algún tipo de liderazgo en comunidades indígenas, entreviste a la primera mujer en la historia que formó parte del gobierno municipal de Tlahuitoltepec, un municipio indígena Ayuujk en el Estado de Oaxaca en México. En dicha entrevista entendí algo central para pensar la constitución de sujetos de la política (Arendt) y que en esta ponencia empleo para proponer una perspectiva desde la cual es posible abordar el liderazgo de mujeres indígenas. El liderazgo no es, como lo han planteado algunas corrientes norteamericanas, una cualidad propia del sujeto que puede desplegarse si se desarrollan ciertas capacidades y habilidades de dirigencia, o para nombrarlo en términos neoliberales de gerencia. Esta gerencia supone una usurpación de la capacidad de decisión colectiva y del conocimiento sobre los procesos comunitarios. El liderazgo es más bien algo que podemos situar en el ámbito relacional, y como producto de una identidad que los actos mismos nos devuelven. El punto de partida es que una mujer indígena, como la regidora de educación en Tlahuitoltepec, es lideresa porque establece un tipo de relación con su pueblo. La característica del liderazgo no está propiamente en el sujeto sino en el tipo de vínculo que se establece con los otros. Esta ponencia propone una hipótesis en este sentido, centrada en la idea de que es lideresa en la medida en que su discurso y su acción anticipa y nombra un sentir colectivo que no necesariamente se ha revelado para aquellos que la escuchan y con los cuales establece una relación. Anticipa con ello lo que el otro sabe, requiere o siente pero que no ha manifestado o no se ha revelado hasta que la lideresa lo nombra y propone actuar en función de ello.

Ayuujk Indigenous Women Leadership in Tlahuitoltepec Municipality, México.

Based on research aimed at learning about the experience of women who have positions of leadership in indigenous communities, I interviewed the first woman in history to have participated in the municipal government of Tlahuitoltepec, an Ayuujk indigenous municipality in the State of Oaxaca in México. This interview has helped me understand one of the pillars to the constitution of policy subjects (Arendt). In this paper I explore the leadership of indigenous women. North American perspectives have proposed that leadership is an inherent quality that some individuals possess, and it can only be manifested in conjunction with the development of neoliberal management skills. This perspective thus, implies the usurpation of the capacity for collective decisions and knowledge about community processes. However, leadership can be placed in the relational field as a product of an identity that the acts themselves give us back. In this sense, an indigenous woman, like the ruler of education in Tlahuitoltepec, is a leader because she establishes a type of relationship with her people. The leadership quality is then removed from the subject and placed in the type of relationship established with others. Therefore, it is hypothesised that a leader-follower relationship is established through the leader's speech and action to anticipate a collective feeling that has not yet been revealed by followers. In this sense, the leader anticipates what the "other" knows, needs or feels but has not been manifested until the leader identifies it and proposes to act on it.

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The Power of Apology: The MOVE Bombing of Philadelphia.

Thompson Guerin, P. (Pennsylvania State University, United States), & Slaughter, U.

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There is a growing interest and corresponding literature exploring the potential healing benefits of public apologies and the role of these in larger reconciliation processes. Apologies that include acknowledgement, taking responsibility, and commitment to preventing the harms being repeated, can be healing for perpetrators, victims, and wider communities impacted by human rights abuses. On May 13th, 1985, the City of Philadelphia dropped a bomb on a house in a residential neighborhood, killing 11 people, including five children, destroying 61 homes and rendering nearly 250 residents homeless. Despite repeated individual public apologies by former Philadelphia Mayor, Wilson B. Goode, he continues to be held largely responsible for the events of that day. Following public protests to the naming of a street in his honor in 2018, we initiated a reconciliation process between key players involved with the MOVE Organization and Philadelphia officials and community members and family. The reconciliation process has involved multiple community gatherings, some private, some public, and conversations with many involved, either directly or indirectly. On May 13th, 2019, 34 years after the MOVE Bombing, a full day, live public radio broadcast featured a conversation between Mayor Goode and the current MOVE spokesperson which outlined their commitment to work together towards reconciliation. In this paper we will discuss the various strategies being employed towards reconciliation and righting the wrongs of the past related to the MOVE bombing and other related events.

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"Personalised Health Budget": An Innovative Approach to Individual Wellbeing and Welfare Community.

Zani, B. (Istituzione Minguzzi and Bologna University, Italy), & Lazzari, A.

The Personalised Health Budget (PHD) is an innovative approach to mental health and a new integrated social and health instrument that supports the Therapeutic Rehabilitative Personalised Project (TRPP) for persons with mental disabilities. It is a method of giving people more choice and control over the type of care they have and how it is arranged. It is formed by combining individual, family, social and community resources that aim to improve the health, wellbeing, psychosocial functioning and inclusion of marginalised and disadvantaged people. The aim is to also promote their active participation in the community and help them in constructing an autonomous life. At the centre of a PHB is the care plan that helps individuals decide their health and wellbeing goals, together with a team of practitioners who offer support and guidance. There are benefits for the beneficiaries (fostering capabilities and empowerment), the providers and the local community (increase of social capital). A paper will be presented that analysed the implementaion of the PHB in the Mental Health Departments of the Metropolitan City of Bologna (Italy), concerning more than 700 psychiatric patients, focusing on the representations of this approach according to the actors involved. Seven focus groups (in each of the seven Districts of Bologna) were completed, with a total of 113 participants (social workers, health practitioners, members of parents' associations, workers of the social cooperatives). The issues of the focus were: analysis of the current situation of the PHD in each territory, critical points that emerged, and proposals for the implementation of the method. Different narratives and proposals regarding the PHB emerged from the participants according to their role. Key findings were the need to integrate health and social care, the importance of putting the person at the centre, to change the way of working, to be more flexible, and to foster community adoption of responsibilities.

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Exploring Grassroots Practices of Psychosocial Liberation in the US Context.

Crean, G. (University of Massachusetts Lowell, United States)

In her book *The New Jim Crow*, Michelle Alexander argues that in the same ways that Jim Crow laws were created as a reaction to the advances of African-Americans during the reconstruction era, the racial caste system of mass incarceration was created in response to the US Black freedom movement of the 50s and 60s (Alexander, 2012). Alexander argues that unless we are able to address the root moral and spiritual causes of white supremacy, people will just continue to find new ways to enact violence and exploitation. Similarly, across many contexts, systems of oppression and colonial matrices of power have continued to morph and evolve in response to the victories of liberation movements (Mignolo, 2009). Further, in the US context, a framework known as "healing justice" has been developed by grassroots organizers, cultural workers and healers, which emphasizes integrating practices of collective healing into social movements and communities of resistance, in order to transform embodied and affective consequences of oppression (Page, 2010). The practices help us to be interdependent and resilient in the face of the tremendous violence we are up against, heal from internalized oppression which may cause us to act in toxic ways towards ourselves and each other, prevent burnout, and relate to each other in ways that model the liberated society we want to live in. Both the deep-rootedness of oppressive ways of being, as well as the harmful effects of the embodied and affective consequences of oppression within our social movements, suggest that the work of liberation includes material and structural processes and psychosocial processes. Material processes include shifting the distribution of power and resources or the repatriation of indigenous people's lands. Psychosocial processes include healing of internalized superiority and inferiority, the development of communal sense of self, or the healing of intergenerational trauma. In this presentation, I aim to discuss the interrelation between structural and psychosocial processes of liberation, by providing examples of practices of psychosocial liberation developed in social movements and communities of resistance in the US context, practices which in turn support material and structural processes of liberation.

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Building Male Communities for Better Health through The Sons of the West.

Vassallo, J. (Victoria University, Australia), Sharples, J., Shearson, K., & Dell'Aquila, C.

Men in Western regions of Victoria have some of the poorest health metrics (social, physical, mental) in the state. Contemporary research attributes this gap to a lack of appealing programs to engage men who consider health promotion initiatives as unpalatable. Hard to reach men are theorised as those who highly conform to masculine norms resulting in an aversion to health promotion as it conflicts with cultural ideals. The Sons of the West (SOTW) is a health program delivered under the brand of a professional football club. The Western Bulldogs Community Foundation collaborate with local communities and councils to deliver a 10-week program consisting of a one-hour health seminar and one-hour physical activity session. Using a pre-post design, health behaviour change in 450 SOTW participants was evaluated. Diverse groups of men across the Western regions of Victoria completed questionnaires. Additionally, focus groups were conducted to explore the complex phenomenon of men's health behaviour change and how men negotiate their masculine identity to engage in positive health behaviours. Results indicated the SOTW program significantly increased physical activity, exercising in the community, and men's rates of accessing health services. Confidence to engage in a wide variety of health behaviours significantly increased. These include nutrition, exercise, health check-ups, seeing a psychologist, socialising, emotional expression, self-care, and engaging in community activities. Anxiety and depression also significantly decreased. Finally, several aspects of men's conformity to masculine norms had significantly decreased and were further explored through focus group interviews. These norms include emotional inexpression, control and self-reliance. The SOTW program helps men to socially connect and engage in the community, to renegotiate health beliefs, and engage in positive health behaviours; it provides an effective tool to challenge male isolation and conformity to masculine norms.

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Exploring the Roles Teachers Play in Addressing Menstruation in School Settings.

Fennie, T. (University of the Western Cape, South Africa), Moletsane, M., & Padmanabhanunni, A.

Menstruation is a biological process and phenomenon that affects and impacts all areas and aspects of an adolescent girl's life, and also directly impacts their educational journey. Experiences of menstruation within the school community/environment can either positively or negatively affect the young girl's schooling career. This was an exploratory, qualitative study which investigated the role of teachers in schools' settings by addressing the menstruation phenomenon. Six focus group interviews were conducted with teachers who were purposefully selected from three urban and rural schools within the Northern Metropole region in the Western Cape. Four major themes emerged through thematic analysis, such as school attendance, culture, experiences and perceptions of teachers, and recommended key resources. Findings illustrate that there is a link between menstruation and school attendance. Challenges such as lack of sanitary products creates a barrier for school attendance. A better understanding of culture, and the challenges that menstruating girls face is needed to provide proper and adequate support. Educational policies which highlight the provision of sanitary resources to girls as well as inform best practises for teachers are needed.

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Encountering and Confronting Colonizers: One Community Psychology Practitioner's Experience.

Wolfe, S. (Susan Wolfe And Associates, Llc, United States).

As community psychology engages with the *decolonial turn* (Maldonado-Torres, 2017), community practitioners are becoming increasingly aware of and attuned to instances of colonizing practices. In this presentation, one community psychology practitioner will share a case example from the evaluation of a U.S. based foundation's initiative to build community collaboratives in rural settings that included historically excluded populations. The presenter will briefly share the methodology and foundational theoretical model employed in this study. She will also how the underlying principles for equity and justice guided the evaluation. She will follow this with a description of how the application of the model, whilst incorporating equity and justice principles, uncovered colonizing practices that were occurring as the grantees built their community collaboratives. The presenter will provide examples of practices that were identified, and the evaluation team's experience when they reported them to the foundation leadership and staff. This presentation will highlight the challenges the evaluation team confronted when they brought colonizing practices and colonizers into the open and confronted white privilege. This experience supports Villanueva's (2018) contention that:

> *Despite all their talk of wanting to help, reform, even revolutionize the world, saviors won't tough the underlying system of privilege and power because that's what grants them their status and position in the world* (Kindle location 1267).

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Sharing Knowledge with Community Stakeholders to Promote Inclusive Cities.

Labbé, D. (University of Illinois In Chicago, United States), Mahmood, A., Qureshi, M., McCain, H., Miller, W., & Mortenson, W.

Over one billion people experience disability worldwide, 15% of whom live in urban areas. Urban areas offer many opportunities for disabled people, but limited accessibility may prevent them from fully engaging in their communities. Community-based participatory research (CBPR) represents a useful approach to engage stakeholders, including urban planners and city officials, to promote inclusive cities. Our team used a CBPR approach to develop and implement various knowledge mobilization (KM) activities with co-researchers living with disabilities as part of a mixed-method study on urban accessibility which included videos, a photo exhibit and an interactive board game entitled “On the move: Inclusion game”. This presentation will focus on the findings of the evaluation of the impact of the KM activities for various stakeholders. The evaluation used different indicators based on the Knowledge Translation Planning Template (Barwick, Sick Kids Hospital, 2013): Reach, Usefulness, Use, Partnership and Collaboration, and Practice Change A log journal, observations and a survey with closed and open-ended questions were used to document indicators of impact. The results suggested that more than 300 stakeholders from various backgrounds experienced the videos, photo exhibit and On the Move game, as part of 13 different community events or presentation. The KM activities led to the development of a new research project, invitations to present at additional events and to new partnerships between the co-researchers living with disabilities and other stakeholders. The survey findings revealed that all of the KM activities were perceived to increase knowledge on how to create inclusive cities and they were assessed as more useful for city staff such as urban planners and engineers. These findings emphasize the importance of developing various KM activities collaboratively and fostering less hierarchical relationships among researchers, co-researchers with disabilities and knowledge users to promote the creation of inclusive cities.

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Social Conflicts Mediated in Narratives for Black Girls Living in the Peripheries of São Paulo and Goiânia.

Eduardo Mendes, C. (University of São Paulo, Brazil).

The purpose of this oral presentation is to present on the results of a PhD study undertaken in the psychology institute of the University of São Paulo in Brazil. This study sought to understand whether a "sense of futures" narrated by young black women living in the outskirts of Brazilian cities of São Paulo and Goiânia, works as a mediator for the understanding of social conflicts. In this case, the more specific objectives revolved around understanding whether the young black women express kinds of suffering, whether they communicate their ethnic-racial, gender or class relationships, and whether they strive for intersubjective and social recognition. A qualitative methodology was adopted in such a way to allow the insertion of the researcher into the geographical spaces where the young black women live their lives and nourish their hopes. Through the relationship with the researcher, verses and expressions built up things, consequences, tasks, as well as a communication of inequalities, but mainly the architecture of the future and the elaboration of suffering so that the pain did not become a dogma. It is important to note that in the outskirts of the Brazilian cities of São Paulo and Goiânia, one lives with intersecting issues of racism, poverty, gender, genocide of black youths, and urban space, among others, that makes very visible an unequal society full of barbarism. Despite these issues, strong predominant traits can be found among many young people living in such surroundings, for example: the formation of ties of solidarity; a strive for rights; for culture; for religion; for identity; for sexual diversity and for memories that nourish feelings of ethnic-racial belonging; as well as strong networks of relations in local communities. The project contributes important research resources that can help to build public policies aimed at combating Brazilian social inequality. Final results were produced by listening to the young women using a research-participant approach grounded in a theoretical tradition of critique of society, which understands that social conflicts originate from the absence of recognition, and full recognition only occurs when individuals and groups are effectively accepted in relationships with others (love), in institutional practice (justice/law) and in community living (solidarity).

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Physical Activity and Mental health: Clinical and Implementation Considerations.

Parker, A. (Victoria University, Australia), Hetrick, S., Pascoe, M., & Bailey, A.

Although the importance of movement for overall health and wellbeing has long been recognised, the relationship between physical activity and mental health is complex, bidirectional and driven by underlying mechanisms that require further examination. Mental disorders account for the greatest global burden of disease of all health conditions. The rising level of physical inactivity in the general community is impacting on health and wellbeing by contributing to the onset of preventable, non-communicable diseases. This effect is even more pronounced in people who have a mental illness; demonstrating a reduced life expectancy, greater rates of preventable disease and lower engagement in healthy lifestyle behaviours, including physical activity, than the general population. Physical activity interventions for mental health have the potential to promote mental health and wellbeing through universal prevention, improve mental health difficulties through indicated or targeted prevention, and treat mental illness and prevent comorbid health problems with early intervention and treatments. This presentation will focus on the extensive clinical trial and systematic review findings of our research team to address the clinical considerations of integrating physical activity interventions into treatment as usual, with a focus on depression, anxiety and early intervention. The barriers and facilitators to implementing a physical activity intervention in a youth primary mental health setting will be identified and reviewed, from the perspective of mental health clinicians and the clients of the service. Future directions on further research and the delivery of physical activity interventions will be provided, including consideration of the appropriate workforce, treatment settings and modality of physical activity interventions.

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Unpacking Collaborative Decision-Making in Higher Education: A Case for a Systems Approach.

Terenzio, M. (State University of New York at Cobleskill, United States), & O'Connor, P.

Collaboration is a widely accepted practice of working together to design, implement and/or achieve outcomes. An expected outcome of effective collaborative decision-making, independent of the specific goal or target at hand, must be a sense of justice among the collaborators, both procedural (the processes are fair and equitable) and distributive (the outcome is fair and equitable). Using a collaborative model in higher education requires a systems approach which takes into account the diverse roles and responsibilities of constituents and stakeholders. The Systems-Guides model (O'Connor 2009) provides a framework to recognize and address the variances within, between and among systems and individuals. Participants in any collaborative decision-making effort may vary, minimally or substantially, in factors such as levels of power, of commitment (to the project, to the collaboration, to the institution), and of knowledge, information, and understanding of the aims of the collaborative effort. Using the Systems-Guides model can provide a context that facilitates and enhances the likelihood that leaders of the decision-making process will be more likely to succeed. This is because higher education institutions are fundamentally and unchangeably hierarchical. Hence, the unpacking of collaborative decision-making in such institutions requires attention to variations in overlapping, overarching, and adjacent systems of stakeholders. The authors will present a case study of successful collaborative decision-making efforts and lessons learnt by a college president who uses this approach. For example, a lesson learnt is that success requires that the leader has substantial contact with the participants during the collaborative process.

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Resilience of a Somali community: The Influence of Mobile Technology in Johannesburg.

Sigamoney, R. (University of South Africa, South Africa).

Numerous studies have been conducted on the exploitation of migrants and the psychological effects thereof. This study sought to explore the resilience of a Somali community residing in Fordsburg/Mayfair, South Africa by investigating the influence and importance of mobile technology particularly mobile phones to migrants living in a new country and society. Use of this technology permitted them access to information and services. This included housing, employment, business, health transport, education, religious sites and childcare, as well as the community. A qualitative method was undertaken, using purposive sampling of ten Somali migrants. In addition, face to face in –depth interviews were undertaken with participants between the ages of 20 and 40. Thematic analysis was used to analyse the data. The findings indicated the positive impact mobile technology had on Somali migrants. Moreover, the findings indicated that Somalis' social integration was strengthened, due to the mobile phones. Equally, resilience was attributed to mobile technology mainly for female Somali migrants. Additionally, mobile phones contributed to their social and economic participation. What is interesting is that their mobile phones had become integral to their migration integration. In this regard, the Somalis have devised relational and social networks that helped them use this channel for transferring information from destination countries back to origin countries. Participants reported that religious, cultural, and language differences led to challenges when they interacted with local communities. Therefore, mobile technology plays an integral part in their integration. Consequently, the study concluded that high levels of resilience can be linked to the improved socio–economic status of Somali migrants in South Africa by the combination of mobile phones, the internet and social media - together labelled 'digital connectivity's for migration'.

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Dying in the Margins: Intersectionality and Suicide Prevention.

Standley, C. (Michigan State University, United States).

Within the United States, the United Kingdom, and Australia, higher suicide rates are believed to be among White males. As emerging research shows, however, such trends begin to disappear when we account for intersectional disadvantage. This presentation will provide an overview of the critical theory of intersectionality and describe its importance for understanding suicide and its prevention. Particular focus will be on the impact of marginalization across multiple social identities and how such marginalization is rooted in systems of power and oppression. The presentation will also discuss findings from a recent study involving secondary data analysis of high school students demonstrating (1) the increased risk for suicide among youth with intersecting marginalized identities, (2) the role of social support as a protective factor for youth suicide across ecological levels, and (3) the moderating effect of social support for youth with intersecting marginalized identities. Findings highlight the importance of attending to protective factors in every context in which youth live, learn, and play. In addition, measuring and reporting social identities as well as their combinations and interactions adds to our understanding of both risk and prevention. Implications for equitable prevention efforts in research, policy, and practice will be discussed.

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Bearing Witness: Documenting Detention and Deportation through the Activist Community.

Saleem, R. (Lesley University, United States).

Through this presentation, an analysis of a critical qualitative study (in progress) will be discussed. The study's objective is to document immigrant grassroot organizers and activists' experiences as they navigate the intersections of legal, political, economic, cultural and transnational implications, as well as complex ethical and moral dilemmas in their work. This investigation was conducted to document the lived experiences of immigrants, refugees, and asylum-seekers through a unique lens. Findings provide nuanced insights for developing ethical and methodological guidelines for research involving immigration solidarity work. Grounded in the richness of narratives and experiences, the study also aims to understand and theorize the concept of "solidarity" (Honneth, 1996; Mohanty, 2003). That is, what it means to form genuine solidarity and to authentically join a political, economic, and social struggles for recognition and freedom? What does "engagement" mean against the backdrop of an uneven playing field, and a "contact zone" (Torre, 2009) of power and privilege. For theoretical development, analyses of structural violence (Galtung, 1969) are used in the context of migrants' transnational experiences, taking into account historical, social, political, and economic perspectives and where they intersect. Last but not least, the aim is to make an impact on the ground with the general public toward critical consciousness raising (Feirie, 1968) through inclusion of artistic expressions. This project had a multi-fold foci: as a narrative encounter to bear witness, as an ethical concern to inform practices, as a theorizing endeavor to gain structural insights, and as an artistic embodiment to transform consciousness.

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Policing Violent Public Protest in South Africa: Narratives of Complex Policing Identities.

Cornell, J. (University of South Africa, South Africa), Day, S., Suffla, S., & Seedat, M.

Protests in South Africa are characterised by increasing violence, often involving clashes between the police and protestors. The effects of this violence extend beyond the immediate protest event, and have repercussions for community-police dynamics and trust more broadly, and subsequent community policing. Much of the extensive body of South African research on protests explores the narratives and constructions of protestors or community members living in areas with high levels of protest. However, little research has examined the perspectives and experiences of officers of the South African Police Service (SAPS) who are called to police protests. In this study, we conducted focus group discussions with SAPS' officers who respond to protest in a low-income community in Gauteng Province, South Africa which is considered a "protest hotspot". The focus groups were analysed drawing on Faull's (2017) conceptual lens for understanding how South African police officers' identities, and the kinds of police work enacted in community contexts are shaped by the overlap and entanglement of personal, organisational and national narratives. Applied to the current study, this framework illuminated both affinities and dissonances in the police officers' narratives of policing violent protest. The study revealed the complexity and fluidity of police identities and their relationship with the communities they serve, and how these are positioned spatially and temporally in relation to collective violence. Furthermore, the findings illustrated how the participants navigate their multiple identity positions to support and legitimise dominant organisational and national discourses on the policing of protest, while simultaneously configuring a sympathetic approach towards communities in their policing choices and enactments. This study offers insight into the construction of police officers' identities, the dynamics of their interactions with protestors in the context of protest violence, and adds to the growing body of research seeking to understand protest violence.

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Intercultural Preventive Strategy of Alcohol Use in Rural Mapuche Communities.

Zambrano, A. (Universidad de la Frontera, Chile), & Garcés, G.

The research presented in this paper consists of a case study that analyses the elements that must exist in a culturally grounded methodological strategy for the prevention of problematic alcohol consumption in rural Mapuche communities in the Araucanía region. Oriented by the perspective of community-based participatory research, data is collected through group interviews with the local community, participant observation and in-depth interviews with people with alcohol consumption, recovered from consumption and non-drinkers. The results show key aspects that must be considered for the design, among which are: Strengthening the cultural identity, enabling spaces for shared reflection in places where the community converges (schools and rural health centres), problematizing alcohol consumption from their own conceptions of normal and problematic consumption. Therefore, there is a need to focus on strengthening intracultural processes in the community space, with a preventive strategy within the logic of action research, with increasing degrees of community participation.

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The Relationship of Peer Victimization and Depressed Mood: A Moderated Mediating Model.

Huang, J. (Guangzhou University, China), & Lin, S.

Sense of community is an important concept and one of the core values of community psychology. This study aims to explore the relationship of peer victimization and depressed mood of senior high school students, and the mediating role of sense of school community on the relationship between peer victimization and depressed mood, and the moderating role of future time perspective. Questionnaires were completed by 1,865 students from 8 high schools from Guangdong Province. The results indicated that peer victimization of senior high school students has a significantly positive predictive effect on depressed mood, and has a significantly negative predictive effect on sense of school community. Sense of school community has a significantly negative predictive effect on depressed mood and played a partial mediating role on the relationship between peer victimization and depressed mood. Future time perspective moderates the relationship between sense of school community and depressed mood. In-depth interviews reveal the limited moderating role of future time perspective on the relationship between school sense of community and depressed mood. The study's implications are discussed.

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'Standing with': Reflections on Collaboratively Setting up a Community Youth Initiative.

Zitha, P. (Youth of The South, South Africa), & Haynes-Rolando, H.

Manganyi (1973, p. 21) reminds us when speaking about black consciousness and solidarity that "in the relationship between *mutual knowledge* and *solidarity* there exists the connotation of action in solidarity. In other words, one has to be thinking of a consciousness which leads to action." This paper will explore the experiences and stories of collaboratively setting up a community initiative (Youth Of The South, YOTS), from the perspective of the co-founders. The process involved exploring social justice issues impacting on young people in a particular school, and the ways in which the group's consciousness of their own marginalized experiences has led to a collective action. In critically conceptualizing this group, one of the considerations was Fanon's (1952) critique that one cannot change a world that they do not know. Thus, the ways in which YOTS as a collective have attempted to immerse themselves in understanding the lived experiences of youth today, is the base on which this group strives for conscious action. Drawing on hooks' ideas of standing in political resistance with the oppressed, this paper will attempt to highlight the way in which YOTS have collectively come to voice the stories of marginalized youth, stories that would otherwise not be heard. Fine's (2018) notion of 'critical bifocality' has informed the method of collaboratively telling and hearing stories, of both pain and resilience. Through personal voices, poems and transcripts, this paper will attempt to demonstrate how when making connections and developing meaningful interactions, action becomes inevitable.

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A Transformative Learning Journey of a Researcher in Experiencing Participatory Action Research.

Luguetti, C. (Victoria University, Australia).

Over the past decades, a body of research has highlighted the benefits of Participatory Action Research (PAR) which focuses on generating changes within communities through empowering both researcher and participants as co-researchers, and developing a critically conscious understanding of their relationship with the world (Cammarota & Fine 2008; Fine 2007; Freire 1987). In developing PAR, researchers' identities influence the co-creation of knowledge to negotiate/change the historic social conditions that produce inequities. Although we have a body of research on PAR and challenges researchers face, there is much to learn about issues of identity (power and positionality) that researchers experience across time. The aim of this study is explore issues of identity in the process of being and becoming a PAR-researcher across time and to interrogate the way in which solidarity emerged. We utilise critical autoethnographic techniques to describe and analyse the transformative learning journey experience by the lead author on five PAR, developed in Brazil, United States and Australia across seven years. The lead researcher described how her first two PAR helped her to understand and negotiate the complexities of her outside position, suggesting the cultivation of a learning community. She described how love as solidarity emerged in her third PAR when she opened to transform herself by developing emotional connections based on trust and friendship with young people, reconnecting with her own identity. Finally, the lead author discussed how her 'otherness' helped her to see herself in the marginalized people she worked in a new context, raising the possible intersections in solidarity. Future studies should continue to explore researchers' identities in PAR across time, seeking to challenge the dichotomy insider/outsider status and recognizing a messy social space where differently people meet, clash and grapple with each other (Torre & Fine 2008).

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Proyecto Comunitario: Fortalecimiento del Tejido Social, Confianza y Seguridad, Género y Cuidado.

Daher, M. (Pontificia Universidad Católica de Chile, Chile), Rosati, A., Cifuentes, S., Saa, M., & Hernández, A.

Las intervenciones territoriales y participativas favorecen el desarrollo de las relaciones comunitarias (Montero, 2003), facilitando el aprovechamiento de recursos materiales y humanos, la oportunidad de compartir vivencias y el refuerzo de la identidad comunitaria desde el encuentro de intereses comunes. Teniendo presentes cuatro enfoques centrales para la psicología comunitaria, participativo, de derechos, de redes y de género, se buscó sistematizar prácticas para un trabajo territorial, comunitario y participativo con organizaciones formales e informales en sectores vulnerables desde las apreciaciones de lideresas, vecinos/as y actores clave que participaron de una intervención desarrollada en una villa de una comuna en situación de exclusión social. Se realizaron grupos focales a los/as participantes más activos de la intervención (mujeres, adultos/as mayores y personas en situación de discapacidad), así como entrevistas semi-estructuradas a lideresas del barrio y a otros/as actores clave. Para el análisis de datos se siguieron los procedimientos de la Teoría Fundamentada (Strauss & Corbin, 2002). Entre los resultados, se reconocen prácticas asociadas a tres fenómenos centrales. Primero, en relación al fortalecimiento comunitario y del tejido social, relevándose su dimensión psicológica-emocional y relacional, el uso de los recursos existentes en el territorio y el rol de los liderazgos barriales para promover la participación. Segundo, en relación al desarrollo de vínculos de confianza y seguridad tanto a nivel personal como barrial, lo cual se tensiona con la falta de seguridad social y ciudadana en el sector. Y tercero, en relación al género y el cuidado, situándose la potencia de los vínculos entre mujeres y la importancia de las estrategias de apoyo mutuo y resistencia micro-política desde los espacios barriales. Se buscará discutir sobre los desafíos que enfrentan las intervenciones de seguridad y desarrollo comunitario actualmente, así como sobre el rol fundamental de las mujeres en la vida pública y comunitaria.

Community Project: Strengthening the Social Fabric of Trust and Security, Gender and Care.

The territorial and participatory interventions favor the development of community relations (Montero, 2003) by facilitating the use of material and human resources through the opportunity to share experiences and the reinforcement of community identity from shared interests. Keeping in mind four central approaches to community which includes participation, rights, networks and gender psychology, we sought to systematize practices for territorial, community and participatory work with formal and informal organizations in vulnerable sectors, including the leaders, neighbors and key actors who participated in an intervention developed in a village of a commune in a situation of social exclusion. Focus groups were conducted with the most active participants in the intervention (women, older adults and people with disabilities), as well as semi-structured interviews with neighborhood leaders and other key actors. We engaged a Grounded Theory approach to discern themes in our data (Strauss & Corbin, 2002). The results indicate three central phenomena informed their practice. First, in relation to community strengthening and the social fabric, psychological-

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emotional and relational dimensions were revealed via existing resources in the territory and the role of neighborhood leaders to promote participation. Second, in relation to the development of bonds of trust and security, both at a personal and neighborhood level, stressed the lack of social and citizen security. And third, in relation to gender and care, placing the power of women at the center and the importance of cultivating strategies of mutual support and micro-political resistance from the neighborhood spaces proved to be of most value. We conclude with a discussion of the challenges facing security and community development interventions today, as well as the fundamental role of women in public and community life.

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Strengthening Emotional/Behavioural Health through Cultural Identity: Elder-led Curriculum for Alaska Native Students.

Buckingham, S. (University of Alaska Anchorage, United States), Hutchinson, J., & Schroeder, T.

While Alaska Native young adults demonstrate resilience in overcoming oppressive conditions, they have higher rates of emotional/behavioural health problems, including anxiety, depression, substance use, and suicidal ideation. These pronounced health disparities have been attributed, in part, to cultural loss and marginalization produced by generations of colonization and trauma and maintained in non-Indigenous settings. A strong Indigenous cultural identity is protective against a myriad of emotional/behavioural health issues, and cultural interventions based in local, Indigenous theories have been found to protect against emotional/behavioural health problems. However, there have been no such programs directed at Alaska Native university students of diverse cultural groups in urban settings. Higher education presents a unique setting and time in which students' cultural identities are distinctively shaped, and unfortunately rather than strengthening Indigenous cultural identities, higher education often presents challenges to Alaska Native students. This presentation will detail the development and preliminary outcomes of a program that arose in light of these challenges, aimed at supporting Alaska Native university students' emotional/behavioural health through promoting their Indigenous cultural identity development while at university. This project brought together university and community partners, and utilized community-based participatory methods to ultimately develop an Alaska Native Elder-led Indigenous cultural identity program that capitalizes on extant scientific literature, local data, and traditional wisdom. We will detail the creation process of this program that incorporates storytelling, experiential learning, connection, exploration, and sharing of identity and cultural strengths to remain grounded in one's culture. Moreover, we will describe the preliminary outcomes of the first pilot test of the program with Alaska Native university students in an urban setting and the program's impact on students' cultural identity development and emotional/behavioural health. Implications and future directions in both the refinement of program content and implementation will be discussed.

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Developing a Family Resilience-Strengthening Programme in a South African Rural Community.

Isaacs, S. (University of The Western Cape, South Africa), Roman, N., & Savahl, S.

The aim of this study was to develop a contextually based family resilience program. Also presented here is a literature review of family resilience interventions suggesting that three processes are the basis for effective family functioning. A close collaboration with the community ensured an adequate understanding of the presenting family challenges and this article describes the process in developing a program based on these challenges. A 3-round Delphi design was used for the study with international and local experts (n = 10) in the field of family and resilience studies and community stakeholders (n = 5). The program has three main aims: to increase family connectedness, family communication processes and social and economic resources. Based on the findings of this study, four modules will be presented to participants, "about family," "talking together," "close together," and "working together." A description is provided of the program content and decisions regarding logistical program concerns.

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Participation in an After-School Film Club over Three Years: A Case Study.

Chapin, L. (Victoria University, Australia), & Chatterton, L.

The aim of this research was to examine the role of an after-school film club for students in Years 5-8, and the long-term impact the program has for students involved for several years. The stated goal of the program is to support early adolescents in the middle years (Years 5-8) transitioning from primary through to secondary school, and this research explored the impact on school engagement and other areas of socioemotional development. St Joseph's Catholic Primary School is located in Collingwood, an urban area of Melbourne, Australia. The students at the school are from diverse ethnic and demographic backgrounds, with a majority of parents born outside Australia and from lower socioeconomic backgrounds. The school collaborates with an outside community organisation called Polyglot Theatre, which employs program leaders to run an extracurricular weekly film-making program. In addition to the program leaders, there are artists and filmmakers who work with the children during the after-school meetings, as well as dedicate time outside the meetings to develop the films. The Film Club participants reflect the diverse demographics of the school, and each year about 20 students are involved. Students meet weekly to explore film-making as a creative medium and gain skills in all aspects of film-making, editing and production, including performance. Design: This research involved a qualitative case study focusing on one student who has been involved in Film Club for several years. The personal meaning she ascribed to her experience and how it has impacted her experiences in the classroom and beyond school were the focus. The student's mother, and the lead artist were interviewed to gain a deeper understanding of the student's development through Film Club. In conclusion, the contribution offered by the present study was to explore the long-term positive impact associated with Film Club.

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Culture, Power, and Collective Mattering: Building the Beloved Community.

Robinson, C. (Private Practice, Australia).

At the heart of the socio-ecological perspective and the social determinants of health framework lie the dynamic interplay of context, identity, narrative, and environmental mastery (Marmot, Bronfenbrenner, & Ryff, 2014). Collective strengths and capacities enable individuals to thrive and are foundational to community psychology. The recognition of the inherent dignity of all people builds the beloved community. This session highlights the centrality of context, culture, narrative, and identity in healthy communities and healthy development exploring these psychological influencers. Our communities, neighborhoods, and daily lives are inherently informed and influenced by our legacy, as shown by epigenetics. Historical trauma, the trauma(s) inflicted upon a group of people who share an ethnic, national, or religious identity (Evans-Campbell, 2008) includes both "the legacy of numerous traumatic events a community experiences over generations and ... the psychological and social responses to such events" among later generations (Evans-Campbell, 2008, p. 320). This kind of trauma can reach across generations, "such that contemporary members of the affected group may experience trauma-related symptoms without having been present for the past traumatizing events" (Mohatt et al., 2014, p. 2). The discussion will emphasize the vital importance of culturally embedded frameworks in the struggle for traditionally marginalized populations to flourish. The collective environments of our lives are inextricably linked; social identities, cultural influences, systems, and policies ground self-perception, behavior, and interactions with others are essential for wellbeing. Collective efficacy promotes individual efficacy. Community building emphasizing the value of the aggregate serves as a means toward both collective and personal empowerment. Traditionally marginalized communities in the US will exemplify the power and integrity various racial and ethnic groups bring to the fore embodying collective empowerment. This session will use case studies as an example of the ways systems, organizations, and networks promote wellbeing at scale (Prilleltensky, 2014).

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Performing Arts as Vehicle for Community Transformation in Two Community Scenarios.

Maldonado-Peña, Y. (University of Puerto Rico, Puerto Rico), Rodríguez-Cancel, M., & Ortiz-Torres, B

Performing and community arts can lead to significant transformation processes at various different levels of intervention – individual, group, community, institutional, political, cultural and ideological. This study focused on the analysis of the processes of community transformation through the performing arts (i.e. dance and theatre), in two Puerto Rican communities. To compare the transformation processes and analyse its particularities, two types of communities (one geographic, one institutional) were selected. The selected scenarios were a public housing project and a community art program. A comparative study was designed based on the analogue roles that the participants performed in each of the scenarios. The study participants were community leaders, project coordinators, facilitators, participants, and art spectators. In-depth semi-structured interviews were conducted, and complementary data was obtained through ethnographic observations. Qualitative content analysis was performed, and its reliability ascertained by using judges. The findings of the public housing project show the following elements as part of a process of community and social transformation: change in art perception as an ornament to a community recognition of its protective-preventive function, development of individual and collective empowerment, social networks, social capital, structural changes and the impact on social systems (i.e. educational and family). Findings in the community art project included: cognitive transformations of social prejudices and stereotypes, increased interest from relatives about the abilities and achievements of art participants, institutional transformations, and significant aesthetic achievements. Engaged and long-term participation in the performing arts generated important bridges of solidarity, even mitigating inherited disputes that previously led to violence, transforming this into solidarity bridges and a sense of family. Community-based arts developed a new sense of identity and belonging by engaging different community sectors in a common goal. Finally, art was the vehicle for the restoration of relationships at multiple community levels and for the development of significant new bonds.

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I want to be Just Like You: Teenage Girls and Socal Media.

Farrell, C. (Charles Sturt University, Australia).

Social media usage is ubiquitous in the daily lives of teenage girls, who are spending on average two hours per day on SNS, making them the heaviest user group. Research suggests that teenage girls are engaging in active impression management when self-disclosing and presenting themselves online. Whereby cohorts of teenage girls are conforming to established cultural norms and present and post images of themselves that reinforce traditional gender norms. There are conflicting explanations in the literature to explain these behaviours with narcissism often being cited as a contributing factor. There is limited research exploring how structures and rules of the tools themselves might be driving and contributing to teenage girls' online behaviour patterns. This research adopted a social constructionism framework to explore the structures of the SNS tools themselves specifically Instagram and how rules and processes impact posting behaviours. Qualitative research will be undertaken to explore this topic. Semi-structured interviews will be conducted with teenage girls from different socio-economic status backgrounds. Additionally, parents and educators will be engaged in focus groups to construct a broader context. The research problem is: How are teenage girls using social media, focusing on self-presentation and the role the tools themselves play in influencing posting patterns? The study explores how socially constructed cultural norms might influence self-presentation and self-disclosure online and how the construction of teenage girls' identities is being influenced and developed through the medium of SNSs. These findings extend the field of knowledge regarding teenage girls' behaviour online, specifically helping teenage girls, parents and educators make good decisions online. The study's findings can also inform education policy, through gaining a better understanding of the implications of online behaviour.

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Finding Calm in the Storm: Utilizing Yoga as a Tool for Student Empowerment and Academic Success.

Phillips, C. (National Louis University, United States).

Adolescents from marginalized communities battle additional barriers (e.g. marginalization, poverty) in achieving longitudinal academic success. The aim of this study was to evaluate the utility of the intervention as an empowerment tool, and assess its capacity for assisting participants in achieving longitudinal academic success. Study participants will be recruited from public schools in marginalized communities located in a U.S. mid-western, largely populated, metropolitan city. In an effort to provide a more in depth understanding of the intervention, this study will utilize a mixed-methodological approach. The randomized control trial of the yoga program will have two aims: The study will take place over a consecutive five-year period of school attendance. All participant data will be de-identified to ensure confidentiality. Biannually, participants will receive a set of measures to assess their perception of empowerment in relation to their participation in the yoga intervention. While a secondary analysis will be performed on academic data acquired from the school district upon culmination of each school year to assess the intervention's capacity for assisting participants in achieving academic success. At each year end, upon conclusion of quantitative analysis, a sub-sample of the participant population will be selected to participate in qualitative interviews. Grounded theory will be utilized as the foundation for the qualitative analysis component.

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Young, Australian, and Muslim. Impacts of Sociocultural Climate on Emerging Identity.

Okcum, N. (Victoria University, Australia), & Sharples, J.

The Australian Bureau of Statistics indicates that Islam is one of the common religions in Australia and that the number of Muslims living in Australia is on the increase. The last decade has also seen an increase in the questioning and securitisation of Muslims. There has been an ongoing contradiction between Australia's promise of a multicultural country that gives everyone a 'fair go' and the discrimination, racism, and xenophobia that minority groups in Australia such as Muslims are facing on both a social and institutional level. In addition to their religion, Muslims also inherit marginalised ethnic backgrounds which add to the complexity of their identity. The ongoing global as well as local sociocultural changes also add to complexity of identity. For a young Muslim who is emerging into adulthood, this critical transition brings a variety of different challenges and demands. While transitioning into adulthood and searching for their identity, the individual may attempt to change themselves or direct themselves to be viewed a certain way by a certain-group. This is done to gain the approval of a group and feel a sense of belonging. The study explored the way in which young Muslims living in Australia emerge into adulthood while also carving their social identity and their sense of belonging through their experiences. An interpretative phenomenological methodology was utilised. In depth interviews were undertaken with eight emerging adults and four adults who work with emerging adults. Findings indicated that Muslims living in Australia and who are emerging into adulthood do face various hurdles of discrimination while they try to retain and represent their religious identity. Community volunteering seemed to be amongst the protective factors. Despite the unique challenges faced, they still feel a sense of belonging and identify as being Australian Muslims.

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Rural Stroke Survivors and their Community Connections.

Fox, M. (Victoria University, Australia).

Stroke affects more than 56,000 Australians each year. There has been extensive research conducted reporting on the functional outcomes post stroke. However, there has been limited research efforts directed at understanding how stroke survivors manage their recovery while living in their community. It seems for those living in the community, stroke recovery outcomes vary widely depending on where they live. Numerous studies have reported on health inequities when comparing rural and urban services. Despite the expanding knowledge highlighting these insufficient health service provisions, there is limited research available presenting data from a rural community perspective. In this study, 17 rural stroke survivors participated in semi-structured interviews. The analysis identified a number of community factors associated with rural stroke survivors' ability to adjust following the event of stroke. The findings identified a striking feature about the value of community as conveyed by rural stroke survivors. Rural stroke survivors considered their local community connections as crucial in their ability to reintegrate back into their environment. Community participation was viewed as a meaningful exercise that provided stimulation and a sense of normality in their otherwise challenged and disrupted lives. Included in these findings was the value and prominence stroke survivors placed on supports, networks and relationships. Community connectedness represented a source of personal empowerment. Despite the many shortfalls regarding disparities in health services, rural stroke survivors managed to counter balance this with their ability to develop strong links with others. The findings of the study support the urgent need for more suitable delivery of services that integrate environmental factors such as community over long-term stroke recovery and beyond. Hence, more weight needs to be given towards the importance of community and the valuable community connections that are developed in supporting the stroke survivor's ability to adjust following stroke.

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Participatory Evaluation of the Optical Fiber Installation Impact in a Pre-Alpine Community.

Marta, E. (Università Cattolica, Italy), Pozzi, M., Albertini, A., Marzana, D., Mafezzoni, F., De Luca, M., & Panizza, G.

The present participatory evaluation research project aims to evaluate the impact of optical fiber installation on the psycho-social well-being of citizens and the empowerment of people and communities in Valle Sabbia. Ville Sabbia is the second largest of the "Tre Valli Bresciane" close to Brescia city in northern Italy. This area consists of 25 municipalities: most of which have less than 2,000 inhabitants, the most populated municipality has about 12,000 inhabitants. The investment in the optical fiber installation arose from institutional stakeholders' perceptions about the Digital Divide problem. There was a significant gap between other close citizens, with proper access to new technologies, and Valle Sabbia's citizens who were excluded from the opportunities offered by access to Internet connection. The research project had different phases: participatory planning with customers; data collection with 18 stakeholders through in-depth interviews; focus groups with 10 mayors; questionnaires completed by 577 Valle Sabbia's citizens; finally, the discussion of results with the customers, stakeholders and citizens. Key findings that emerged through data analysis included the elements of individual and community well-being that are connected to new technology; the development of sense of community, the increase of business and sense of safety after the fiber installation. Moreover, some risks connected with the new technology emerged. Furthermore, we will discuss how a territory's technological development can contribute to social changes.

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Can High School Students become Mental Health Activists? Lessons from South Africa.

Pillay, S. (King Dinuzulu Hospital, South Africa).

Adolescent mental health is a neglected and underfunded area of intervention and service delivery in South Africa. This paper will present an overview of the *Ikhandla Mandla* project (Mind Power for Youth) which was piloted in four high schools in Durban, South Africa. The 1-year project was run in collaboration with a various non-profit organizations and the provincial Department of Education. Its goal was to develop peer-led mental health clubs in four under-resourced schools in Inanda, a 'township' suburb, previously demarcated only for black people under apartheid. The core aim of these clubs was to train and empower high school students who self-selected to participate in a programme to become 'mental health champions'i.e., local activists in their school environment and broader community. Using a participatory action model, findings will be presented from the qualitative evaluation of this project. Interviews with students and teachers explored how mental health innovation and advocacy was interpreted by these 'champions' who had to initiate and implement a mental health awareness project in their schools. The findings are discussed using a social capital framework for youth empowerment, as praxis for a critical, community psychology. We examine how community interventions can be designed to intentionally generate social capital as both process and outcome of psychosocial interventions (Pronyk, 2008). Here, social capital became a community building and developmental strategy (Gittel, 1998) that ultimately led to participatory, bottom-up, youth-led innovation. As a relational resource, these mental health clubs became investments in social capital (both horizontal and vertical), which are important social determinants of mental health. Challenges with implementation and further scale-up of the project are also discussed.

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Chinese Allyship Building: From Stranger to Ally.

Li, W. (James Cook University, Australia).

Promoting social change and supporting positive outcomes for the community through collective practices and empowerment are the core to allyship, which reflects the notion of benevolence. Benevolence refers to the morally valuable characteristic or virtue of taking actions to benefit others. This Western concept of benevolence echoes the Confucian philosophy of R*en*. Confucianism posits that *Ren* is the perfect virtue of human beings and the ontology of moral principles that surpass personal interests. Confucian ethics advocate that scholars are bestowed with cultural missions and expected to uphold higher moral standards of *Ren*. Scholars should devote themselves to benefit the world with the way of humanity. Built upon the Chinese philosophical concept of *Ren*, the Chinese social orientation theory and the Chinese social interaction model, this presentation proposes a Chinese allyship model. The model highlights that allyship is a process through which the scholar becomes an ally from a stranger to the community. This process involves four stages—*Shengren* (Stranger), *Shuren* (Acquaintance), *Jiaren* (family member) and ally. There are three psychological domains—selfish, obligatory and authentic affections—at every stage. In the allyship construction process, the weightings and domination of the three domains change. At the stranger stage of allyship, selfish affection overweighs obligatory and authentic affections. At the acquaintance stage, obligatory affection overweighs selfish and authentic affection. At the stage of family member, obligatory and authentic affections overweigh selfish affection. At the ally stage, authentic affection overweighs obligatory and selfish affections. This model provides an innovative, cultural window into research on allyship.

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Addressing Challenges to Quality Youth-Adult Partnerships through Organisational Learning in Youth-service Organizations.

Nalani, A. (NYU Steinhardt, United States).

Youth-adult partnerships (Y-APs) have become a popular strategy in youth service organisations for promoting key positive youth development (PYD) outcomes such as empowerment and agency. Y-APs are intentionally cultivated intergenerational relationships in which groups of youth and adults share decision-making power, especially regarding issues of critical importance to youth. Distinct from other adult-child relationships, Y-APs emphasize that adults in youth service organisations are equal collaborators and co-learners rather than experts vis-à-vis their role with youth, and that youth's voices are present in decision making. As such adopting Y-APs instigates a new norm of shared power in the organisation. Despite their wide adoption however, research documents various challenges that affect quality Y-AP implementation and subsequent institutionalization. These challenges fall into three categories: difficulties of role flexibility, limited perceptions of youth capabilities, and turnover and associated factors that threaten sustainability of Y-APs in an organisation. This presentation introduces a theoretically grounded conceptual framework for how community-based youth service organisations may effectively implement quality Y-APs through organisational learning. Advancing a central argument that the challenges of Y-AP implementation are best understood as challenges of collective learning within an organisation, I will present a framework that integrates theory and research in organisational learning with present scholarship and practice on Y-APs. This framework delineates how two learning pathways— intra-group processes and inter-group knowledge transfer processes— in dynamic interaction at different ecological levels of the organisation may influence Y-AP quality and institutionalization. I also discuss key contextual influences on these learning processes such as existing structural and cultural features of the organisation. The conceptual framework not only provides a roadmap for effective functioning of Y-APs in practice, but also outlines a more robust theoretical foundation to guide efforts towards descriptive and causal inference in intervention research on Y-APs and associated PYD outcomes.

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Refugee Youth and their Parents' Perceptions of being Australian.

Puvimanasinghe, T. (University of South Australia, Australia).

During cultural transition, developing a sense of belonging enables refugee-background people to feel accepted, secure and "at home" in their adopted society. A sense of belonging is especially important to those who have fled their countries of heritage and have been displaced in mostly hostile or unwelcoming environments. The notion of belonging or "home" however, can get complicated depending on contextual factors and the meanings attributed to them. Using qualitative, semi-structured interviews with refugee-background youth, their parents and significant others, the aim of this presentation is to report on a study exploring participants' perceptions of being Australian and their sense of belonging, after migrating to Australia. Study participants included a multiethnic sample of 81 participants: 46 refugee-background youth, 15-26 years and 35 parents or significant others residing in South Australia. They had migrated to Australia from the Middle East (Afghanistan, Iran, Iraq, Syria), South Asia (Nepal, Bhutan, Myanmar/Burma) or Africa (Sudan, South Sudan, DR Congo), between 1-15 years prior to being interviewed. We used a semi-structured interview protocol and data-based thematic analysis to collect and analyse interview data. Analysing youth interviews, we identified several themes along a continuum, from reflective acceptance of an Australian identity, straightforward or anticipatory acceptance, ambivalence and confusion, to 'simple' or reflective rejection. Although we identified the themes of acceptance, ambivalence, confusion, and rejection of an Australian identity in both youth and parent interviews, youth were more eloquent and nuanced in their descriptions. While the vast majority of participants accepted an Australian identity and considered Australia their "home", some opted for a dual identity combining identities of both Australia and heritage country. A few participants shared reflections on why they rejected an Australian identity although the majority accepted Australia as their "home" for reasons of safety, opportunities and support availed to them. Together with a discussion of the various themes identified, we will also highlight implications for future researchers, practitioners, policy makers and Australian society at large.

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The Mental Health Care of Mixed-Blood Indigenous-Black Women in Colonial Canada.

Beals, A. (Wilfrid Laurier University, Canada).

As an invisible segment of the Canadian population, mixed-blood Indigenous-Black women, suffer from the ramifications of a paucity of knowledge regarding their mental health and mental health care. Indigenous Peoples and Black Peoples in the diaspora have joined together in familial relationships for over 400 years, yet there is an absence of acknowledgement of the existence of this marginalized group in Canada. For Indigenous and Black Peoples, mental health care services are often culturally unsafe and inappropriate, and lack a critical understanding of the importance of gender, culture, and race as determinants of health. These issues undermine the likelihood of Indigenous-Black women seeking and receiving appropriate mental health care, with the added potential of misdiagnoses due to cultural and racial differences. Within my lived experiences as a perceived Indigenous-Black woman, I explored the consequences of intersections such as gender, culture, and race, vis-à-vis mental health care. I privileged a decolonizing, Black feminist, intersectional approach to investigate Indigenous-Black women's experiences with health care systems, and preferences for treatment and healing. As such, nine self-identified women engaged in digital storytelling within the ProclaimingOurRoots.com project, as well as semi-structured interviews, and community mapping – all embedded within an arts-informed community-based participatory action research methodology. In effect, this research explored mental health concerns, barriers and facilitators of mental health care, treatment sought in the past and present, and preferred types of treatment and support. Consequently, this research adds to the scarce knowledge regarding the mental health care of Indigenous-Black women. It may help create safer environments, assist women in participating in their mental health care, and make the prospect of such care more desirable. It may offer insight into developing culturally proficient mental health care strategies, while providing steps toward culturally proficient service providers.

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Cambios de Comportamiento de Jóvenes en la Comunidad Mangueira Río de Janeiro.

Andrade, R. (Universidade do Estado do Rio de Janeiro, Brazil).

Presentaremos el resultado parcial de la investigación participativa de tres años sobre los cambios de comportamiento después de la inclusión de estudios de arte desarrollados en la comunidad de Mangueira. Este es un trabajo de investigación trans-disciplinario en Educación, Arte y Psicología. En cierto modo, nos enfrentamos a poblaciones excluidas que han perdido su autonomía cultural, lo que resulta en una mayor vulnerabilidad cultural y socioeconómica en la vida cotidiana. Después de las lecciones de violín y piano, nos organizamos en grupos operativos de seis a ocho niños para evaluar si hubo cambios de comportamiento de sus evaluaciones. Al mismo tiempo, aplicamos cuestionarios con miembros de la familia sobre los cambios en algunos comportamientos de niños y jóvenes en esta comunidad. Los principales resultados observados fueron: disminución de la agresión; rendimiento escolar más eficiente; y relación familiar más efectiva. Nuestro método empírico se basó en el registro de observaciones, testimonios de jóvenes, desde el enfoque social y los estudios culturales de Pierre Bourdieu. Detectamos como cambios motivadores en el comportamiento el aumento de la autoestima, el sentimiento de inclusión cultural y la satisfacción general de la vida en los niños y jóvenes que participaron en esta investigación.

Changes in Youth Behavior in the Mangueira Rio de Janeiro Community.

We present the partial result of a three-year participatory research project on behavior changes following the inclusion of art studies developed in the Mangueira community. This is a trans-disciplinary research project involving Education, Art and Psychology. In one sense, we are faced with excluded populations that have lost their cultural autonomy, resulting in greater cultural and socioeconomic vulnerability in everyday life. After the violin and piano lessons, we organized into task groups of six to eight children to assess whether there were behavioral changes from their assessments. At the same time, we delivered questionnaires with family members about the changes in some behaviors of children and young people in this community. The main results observed appeared to be: a decrease in aggression; more efficient school performance; and more effective family relationships. Our empirical method was based on methods including observations and testimonies of young people, grounded in a social approach and the cultural studies of Pierre Bourdieu. We detected as motivating changes in behavior, increase in self-esteem, feelings of cultural inclusion and the general satisfaction of life in the children and young people who participated in this research.

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Reciprocity and Connection: Perspectives of a Local Community Telephone Support Service.

Venville, A. (Victoria University, Australia), Rollins, W., & Kostecki, T.

An increasing number of older Australians are more likely to live alone and are more likely to go out less often (ABS 2016; Pate, 2014). In response, local governments are attempting to create age-friendly communities by removing the barriers to social participation. This presentation reports findings from a qualitative study that explored perspectives of one such initiative: a local Community Register. The Register is a partnership program between a local government authority, Victoria Police and the local community. The telephone based program aims to enhance the safety and confidence of people on the register by offering friendly contact, assistance, information and referral through regular phone calls from supervised volunteers. The service has been operating for 10 years, has over 400 current service users and is free to residents of the local government area who live with disability and/or are aged 50 years and over. Ten volunteer callers (age range 35-75) and ten users of the Register (age range 70-85) participated in individual in-depth telephone interviews. More than half of all participants were women. Interviews were recorded and transcribed; data was analysed thematically. Volunteers described the personal rewards they gained through their regular telephone contact with Register users. These rewards include a feeling of community connectedness, satisfaction at making a positive difference in others' lives. They also spoke of the privilege of being welcomed by other people into their lives. For the Register users, rewards gained from receiving regular phone calls from the Register volunteers include a sense of increased connection to the community, having a safe relationship in which they do not feel judged, and the importance of feeling that they matter to another human being. Receiving a personal call also provides a conduit for accessing information about council and other local services and support. Both groups identified the central importance of reciprocity and trust and expressed gratitude for the Register and its capacity to facilitate establishment and support of these relationships.

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Participation in Gender-Based Violence Activism in South Africa: Solidarity, Intersectionality and Vulnerability.

Scott, M. (University of Witwatersrand, South Africa).

Community psychology principles, which focus on well-being and liberation across collective, relational, and personal domains (Prilleltensky, 2003) seem to have been applied in many current gender-based violence campaigns with fruitful gains. The global #MeToo campaign reached mainstream media in 2017 and opened up a space for women to define what harassment, violence, and assault mean and to consider the impact of this on their lived experiences, understandings of their bodies and positions within society (Regulska, 2018). Intersectional gender-based violence campaigns in South Africa such as the One in Nine Campaign, the #EndRapeCulture campaigns and more recently, the #TotalShutdown protests intercepted rape discourse through recognition that political climate, power, race, class, privilege and heteronormativity play a role in risk of sexual and gender-based violence. In September 2019, the South African national #AmINext and intersectional #TotalShutdown anti-femicide campaigns reached mainstream media and influenced national government to reconsider its approach to gender-based violence in South Africa. This seems to have been made possible through solidarity and activism in these campaigns. Many activists have used self-disclosure about their own experiences of sexual violence during activism campaigns. As community psychologists who also have an understanding of the inner emotional experiences of those affected by sexual and gender-based violence, it seems important to consider the psychological complexities for activists, participants and witnesses in campaigns where self-disclosure is also a tool for activism. Participants of #EndRapeCulture and #SilentProtest anti-sexual violence campaigns at the University of Witwatersrand, South Africa were invited to take part in a survey and face-to-face interviews. Six face-to-face interviews were conducted and 170 students completed the survey. This paper briefly draws on this data as well as some publically available data such as the online tweets of #EndRapeCulture gatherings to consider some psychological processes during these forms of activism.

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"Let's Talk about our Needs": World Cafes to Connect and Engage Communities.

Labbé, D. (University of Illinois in Chicago, United States).

"World Café" is a method used to engage members of a community in dialogue to share their knowledge and expertise in a friendly non-threatening discussion environment. It enables people to see new ways to make a difference in their lives and the lives of others by using the power of conversation. This presentation will focus on how we used World Café to gain information, and create engagement and connections in varied communities in British Columbia (BC), Canada. This project was part of the "After Stroke" strategy, which is delivered collaboratively in BC by the Stroke Recovery Association of B.C. and March of Dimes for community stroke recovery in Canada. The team used the World Café method in collaboration with academic researchers to develop an understanding among a variety of stakeholders of the unique needs and issues faced by stroke survivors regarding their participation in their communities. This represented an essential first step to inform the development of relevant community-based services and programmes through the establishment of networks to facilitate community change. The World Cafés for stroke recovery were conducted in three communities with different and specific challenges: one rural setting, one urban-multicultural setting and one indigenous and remote setting. The World Cafés allowed for enough flexibility to adapt and respect each of the context specificity and to involve stakeholders (stroke survivors, caregivers, clinicians, community-based organizations, decision makers, researchers). The informal character of World Cafés facilitated equal contributions from all people, taking into consideration the usual power dynamics between the participants who are health and community providers and users of services. These World Cafés required careful planning which were both time and resource consuming for the community organization to assure representativeness of a variety of points of view. Sustainability of stakeholder engagement needs ongoing work and will be discussed.

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An Overview of Mindfulness Research in the Field of Psychological Health.

Pascoe, M. (Victoria University, Australia)

Mindfulness has been defined as learning to pay attention moment by moment, intentionally, and with curiosity and compassion. While mindfulness has been practised for over two thousand years in Eastern religions, it has only recently become increasingly popular in the West. Mindfulness has been applied to psychological health in Western medical and mental health contexts since the 1970s when Jon Kabat-Zinn developed Mindfulness based Stress Reduction (MBSR). In the West, mindfulness is generally independent of a circumscribed religion, philosophy, ethical code, or particular systems of practices. Various mindfulness-based interventions have been trialled in mental health, and there is strong evidence for its efficacy in the treatment and prevention of depression and anxiety. There are currently several interventions commonly used in mental health that are based on mindfulness-related principles. In the current presentation, I will review the history of mindfulness research in mental health and will discuss the impact of mindfulness practices on psychological processes likely to underline the beneficial effect of mindfulness practice on mental health, including increases in self-compassion, decreases in rumination, trait anxiety and self-perceived stress. I will also discuss the neurobiological effects of mindfulness practices likely to contribute to improved mental health, including decreases in physiological stress markers and changes in brain functionality.

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Perceptions of Health Services among Refugee Mothers in Quebec, Canada.

Clavel, C. (University of Quebec in Montreal, Canada), Brunson, L., & Saïas, T.

The recent increase of refugees in Canada, and particularly in the province of Quebec, has led to growing concerns among Canadian authorities about taking measures to improve refugee resettlement. Of these newcomers, 40% are children, accompanied by at least one parent. Little is known in the literature about the resettlement process and the well-being of refugee parents, and how it impacts the family unit, especially with young children. Upon arrival, the main contact of refugee parents with the host society is through services and studies suggest that the quality of the services received has a fundamental role to play in their resettlement process. This study aims to understand the resettlement experience of refugee mothers in Quebec and the societal factors that foster this process. More specifically, it aims to 1) describe the daily activities that refugee parents strive to enact; 2) explore the services they use, and the challenges they face and 3) identify psychosocial needs that could be better addressed by Quebec services. This study reports on 15 in-depth interviews with mothers of children aged between 0 and 5 who immigrated to Canada under refugee status from Middle Eastern countries. Their resettlement processes were examined through open-ended interview questions about their activities, parenting values, services they used, the challenges they encountered, life in their neighborhood and general mental well-being. Data were analyzed using Braun and Clark's (2006) method of thematic analysis. Results suggest that several mothers encountered barriers using the health services, such as discriminatory experiences, the feeling of not being listened to or not being taken into account. They describe how it impacted their well-being and suggest several recommendations to improve the services. The study's findings enhance understanding of how the services refugee parents receive can influence their resettlement process.

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Contribution of WHO's Group PM+ Intervention to Foster Solidarities in Community Contexts.

Bermudez, K. (Cooperazione Internazionale COOPI, Italy).

Since 2018, the Italian NGO Cooperazione Internazionale (COOPI) has been delivering mental health and psychosocial support in remote communities affected by transnational migration and population displacement in various regions of Niger. This work has mainly consisted in mobilizing teams of trained local psychologists and psychosocial agents to improve community members' access to psychotherapeutic and psychosocial support services. However, since this type of intervention is not sustainable over the long-term, COOPI has decided to now engage 20 community-based, lay health workers to pilot test the implementation of WHO's Group PM+. This 15-minute Open Oral presentation will present and discuss the outcomes of this intervention in terms of its capacity to foster greater inclusiveness and solidarity among community members and stronger links between remote communities and the public health system.

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Working Toward Change: Amelioration and Transformation in Socially Oriented Deathwork in Australia.

Noonan, K. (Western Sydney University, Australia).

Over the past 40 years, the once radical hospice movement became mainstreamed and dying and death became dominated by a biomedical approach. In Australia, dying people are institutionalised and end-of-life is medicalised; it is now the norm to die in an institution, even though a large proportion of end-of- life care happens in private and residential homes. Likewise, the care of the dead has been professionalised. Dead bodies create fear and horror and we call on specialised professionals to 'handle' them. For the first time in human history, exposure to dying people and dead bodies is avoidable in the western world, because the structures in our death system have the primary role of managing and packaging illness, dying and death. Given this, socially oriented models of care that promote community capacity building, mobilisation and shared responsibility are growing. This research sought to understand the lived experiences of people identified as having a social approach to dying, death and loss. I conducted in-depth interviews with 12 'deathworkers' (6 institutionally based and 6 community based) who identified as palliative care specialists, nurses, academics, death doulas/end of life workers, artists, community development workers and death educators. Methods of analysis were informed by a critical and interpretive approach using a six-phase inductive thematic approach outlined by Braun and Clarke (2006). The stories and experiences of deathworkers interviewed for this research demonstrated some of the inherent challenges in socially oriented practice for both community and institutional deathworkers. Additionally, institutional and community-based death workers were found to have shared interests and values. However, their work rarely intersects. I will discuss these tensions in relation to policy and future practice; in particular, how it relates to the continued efforts to develop and implement public health approaches, such as compassionate communities, in the Australian context.

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Improving Mental Health Care Access for Refugees via an Innovative Provider Network.

Buckingham, S. (University of Alaska Anchorage, United States), Snyder, J., Spatrisano, I., Skirko, S., & Mangini, E.

While forced migrants, such as refugees and asylees, demonstrate considerable resilience, many experience psychological distress and nearly half meet criteria for a mental health diagnosis post-resettlement. These challenges are partially attributable to traumatic events as well as displacement-related and resettlement-related challenges. Many forced migrants would likely benefit from appropriate mental health care. However, the availability of linguistically-appropriate, culturally-congruent, evidence-based psychological services for forced migrants is lacking across the United States. This is particularly true in Alaska. Approximately 575 people from 28 countries who collectively speak 16 languages are served by the state's refugee resettlement office; however, the office is limited in the providers to whom they can refer clients for psychological services. Providers report that while many are interested in serving forced migrants, they do not believe that they have the knowledge, skills, and support to effectively provide services. Consequently, in 2018 a university-community partnership formed to address this need, which led to the creation of an innovative provider network. Via review of the literature and thematic analysis of interviews with thirteen Alaska mental health providers regarding their experiences serving forced migrants, a series of specialized training sessions were developed: foundations of mental health care with forced migrants, working with interpreters, culturally-congruent evidence-based psychotherapies, psychological evaluations for asylum, and provider vicarious traumatization and resilience. Moreover, 'lunch and learn' consultation groups were implemented. Mental health care professionals were able to enrol in training for free and receive continuing education credits for their participation. Description of the formation of the provider network along with preliminary outcomes of the training, including their effect on providers' knowledge, confidence, and intention, ability, and commitment to serve refugees will be presented. Attendees will be encouraged to consider how they can use lessons learnt from this provider network to improve mental health care access in their communities.

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ÁMBAR Empodera Mujeres: Círculos de Mujeres como Espacios de Sanación Colectiva.

Morales Suárez, M. (Universidad De Puerto Rico, Puerto Rico).

Como parte de un proceso de acompañamiento entre la Casa Comunitaria de Medios y el Taller Social Comunitario del Departamento de Psicología de la Universidad de Puerto Rico en Río Piedras, nos dispusimos a gestar espacios de sanación colectiva por y para mujeres apoyado en la necesidad expresada identificada por mujeres de la comunidad de Aguirre, Puerto Rico. *ÁMBAR Empodera Mujeres* — nombre escogido por las colaboradoras-participantes— es un grupo de autogestión y empoderamiento que tiene como uno de sus objetivos la generación de espacios seguros donde emprender conversaciones y sanar colectivamente. Este esfuerzo colaborativo de acompañamiento surge por la necesidad de espacios seguros para mujeres que históricamente han sido privadas de poder desarrollarse plenamente en diversos aspectos de su vida debido a sistemas de dominación como el patriarcado, el clasismo, el racismo, el capacitismo, etc. Estos círculos de mujeres han propiciado espacios oportunos para interrogar las nociones sobre que es "ser mujer", la ocupación de espacios para romper silencios generacionales sobre temas de salud sexual y la colectivización de sus experiencias vividas como mujeres diversas, utilizando como marco referencial los principales entendidos epistemológicos de educación popular y la psicología social-comunitaria feminista. En este trabajo presentaré los resultados de un proceso comunitario que se sitúa en una comunidad geográfica del sur de Puerto Rico, marcada por años de luchas contra los gobiernos locales, compañías multinacionales — que contaminan toda la zona mediante la quema y el depósito de cenizas tóxicas— y los remanentes dejados por las empresas coloniales. Además, partiendo de mi reflexión-acción durante el proceso, pasaré balance sobre los principales restos en la facilitación de espacios seguros por y para mujeres, y sus implicaciones para la praxis desde la psicología social-comunitaria en un contexto comunitario del sur de Puerto Rico.

ÁMBAR Empodera Mujeres: Women's* Circles as Spaces for Healing in Community Contexts in Southern Puerto Rico.

As part of an accompaniment process between the Community House of Medios/La Casa Comunitaria de Medios and the Social Community Workshop/Taller Social Comunitario of the Department of Psychology at the University of Puerto Rico, we embarked on creating collective healing spaces for and with women supported by the expressed needs identified by the women in the community of Aguirre, Puerto Rico. ÁMBAR Empodera Mujeres, the name selected by the collaborator-participants, is a group of self-government and empowerment that has as one of its objectives the generation of safe spaces for conversation and collective healing. This collaborative effort of accompaniment came from the need for safe spaces for women who historically have been deprived of being able to develop holistically in diverse aspects of their lives due to systems of domination such as patriarchy, classism, racism, and capacitism/ capacitismo. These women's circles have promoted opportune spaces to interrogate notions about what it means to "be a woman," the occupation of spaces to break generational silence about sexual health and the collectivization of their lived experience as diverse women, using as referential framework the main epistemological understandings of popular education and social-community and feminist psychology. In

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this work I will present the results of a community process situated in a geographical community of southern Puerto Rico, marked by years of social struggles against local government, multinational corporations that contaminate the entire zone by means of burning and toxic ash deposits, and the remnants left by colonial businesses. Moreover, departing from my reflection-action during the process, I will give balance to the residual principles through the facilitation of safe spaces for and with women and their implications for the praxis of social-community psychology in a community context of southern Puerto Rico.

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Science, Race and Separations.

McCallum, D. (Victoria University, Australia)

This paper investigates various approaches to histories of present-day intergenerational trauma experienced by Australian Indigenous peoples. Current and long-standing practices of child removal and incarceration of Indigenous peoples are provided as evidence of past and present sources of distress. Focussed in Victoria, the paper argues that intergenerational trauma, not unlike the 'psy' concept of post-traumatic stress disorder, is related to the war and the taking of land, and subsequent methods of white rule over Indigenous Australians. However, Indigenous peoples' experience of intergenerational trauma is also distinguished from PTSD by 'regimes of welfare' in the present, beginning with the mission system and continuing through governmental attempts to break up Indigenous family life, culture, and sense of community, whose affects may then be passed to subsequent generations. Present welfare regimes also have quite distinguishing features in their return of all responsibility for present problems to the agency of individuals.

The paper reviews the construction of segregated children's institutions and moves by the State to resist demands for Aboriginal rights. Techniques of 'governing the soul' in present day welfare policy have been trialled in Indigenous communities and extended to non-Indigenous peoples through other kinds of encampments established in their image.

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The Group as Liminal Space. Recognition and Reparation for Political Trauma Survivors in Ecuador.

Donoso, G. (Katholieke Universiteit Leuven, Belgium).

The traumatic political upheavals in Ecuador during the 1980s and 90s left a lasting scar on the psychosocial wellbeing of the nation and its citizens. This presentation questions if and what form of group processes may be helpful for survivors whose cases are investigated by the Truth Commission section of the Ecuadorian Office of the Prosecutor. This presentation is based on empirical data from seven focus groups composed of victims of human rights violations studied by the Truth Commission of Ecuador (TCE) and a sequence of eight in-depth focus groups with torture survivors of the TCE´s Sabanilla case. The session unwraps the concepts of political trauma, recognition and reparation, and questions how victims experience group support as a reparative element from traumatic experiences within a political context. Reparation requires a liminal time and space, set apart from a past and even a present. At the societal level, transitional justice mechanisms have been established for this purpose. Within the subjective and inter-subjective levels, a well-structured group in which individuals can find this liminal time and space to provide new shared meanings to their experience might be an important reparative process until the legal and political world might be able to respond to their demands. This discussion addresses the intra (subjective) and inter-subjective (social and cultural) dimensions of human rights violations´ impacts. The aim of this presentation focuses on how the group may become a liminal space which with appropriate structure and facilitation, may be helpful in the creation of a supportive and trusting environment in which new meanings to the experiences of horror might be subjectively and politically re-signified. The session will discuss how group support for trauma survivors may become a psychotherapeutic and political space as response to traumatic political events, because the group may become a positive catalyser for recovery and a politicising element for victims to experience recognition and reparation.

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Breaking the Binary: International Experiences of Bisexuality, Wellbeing and Social Justice.

Wright-Bevans, K. (Keele University, United Kingdom), & Richards, M.

Bisexuals make up the largest proportion of the LGBTQ+ community, yet bisexuality remains relatively invisible. Bisexuals also report higher incidences of mental health problems and social exclusion than gay and lesbian people. Social representation theory may attribute this to a lack of sense of belonging as bisexuals are 'othered' in both heteronormative and LGBT+ spaces. LGBTQ+ spaces may from the outside appear somewhat cohesive but are fraught with intergroup tensions. Our study was the first international exploration into how bisexuality is represented and experienced by bisexual people. This presentation reports qualitative findings from a mixed-method survey. Twenty qualitative questions provided bisexual participants with the opportunity to discuss how they represented and experienced their sexuality. Participants (n = 840) were mainly from the US, UK, Europe and Australia, aged 13 to 75 years and of various gender identities. Over a thousand pages of open-ended survey responses were subject to a six-step thematic analysis informed by social representation theory. This involved a team of five researchers (varying in age, gender, sexual orientation, ethnicity and nationality) coding independently initially and then meeting to confer on codes and themes. Three core interconnected themes emerged through the analysis; identity as a spectrum, social institutions that empower and oppress, and the pursuit of wellbeing. Participants described how their sexual identities mostly hinged upon the degree of empowerment or oppression experienced within the social institutions in their lives, and that wellbeing was the ultimate goal. This research provides valuable insights into the central role that social institutions play, as powerful sources of oppression and empowerment for those with marginalised sexual identities. Phase two of this project will involve working in collaboration with a national LGBTQ+ charity in the UK to identify and facilitate collective opportunities to resist oppressive social representations of bisexuality.

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Club Academy and Football Talent Development in South Africa: A Contextual Perspective.

Ntshangase, S. (University of South Africa, South Africa).

Based on bioecological and cultural historical approaches, the aims of this study were to identify and explore ecological factors influencing the environment's success in developing talented male football players, to identify and explore ecological conditions associated with becoming a professional football player, and to present a qualitatively derived ecological framework of the environmental conditions associated with becoming a professional football player. It followed a shift in research attention from the individual athlete to the environment in which he or she develops. A cultural praxis framework was adopted as a guiding principle and a single case study was used as a methodological approach. A successful talent development environment was the case under study, from which 17 participants were approached for data collection. The participants numbered ten young talented footballers, five of their parents and two of their coaches. Data was collected via individual open-ended and semi-structured interviews, which were supplemented through unstructured observations, transcribed verbatim and analysed using thematic analysis with the focus on positive factors congruent with successful developmental outcomes. The results revealed how the developing players as active participants in their talent development process interacted with contextual factors associated with successful talent development. Based on the data analysis, an empirical conceptual framework of factors playing a role in talent development is proposed.

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Psychosocial Justice, Educational Opportunityand Inclusive Cultures.

Corcoran, T. (Deakin University, Australia), White, J, te Riele, K., Baker. A., Macdonald, F., & Moylan, P.

Practices within education carry unique responsibilities but let us not presuppose that these rest solely in the hands of institutions or solely in the agency of the individual. If responsibilities are to be accounted for, these at all times should be understood in personal, relational and institutional terms. Educators can actively pursue what is introduced here as psychosocial justice in direct and fundamental ways by acknowledging education's ethical, moral and political anchoring, the constitutive nature of discursive and material of its practices, and by taking responsibility for the kinds of onto-epistemological opportunities enabled through engaging with learners. Enacted as a form of community psychology, this kind of work has the potential to simultaneously reach across multiple systems (e.g., education, justice, social services, heath, etc.), it aims to understand differing perspectives, involving the individual and the institutional, in terms of how these share responsibilities in constituting social action. Research has established a strong link between disengagement with education and contact with criminal justice systems. Connecting or re-connecting young people to education can be difficult given they commonly have experienced various forms of marginalisation in their lives. This paper suggests how communities might affect psychosocial justice in/through education. The example presented comes from the Australian state of Victoria and reports on current educational practices within the State's detention centres and how transition to community-based opportunities are presently facilitated. Several areas affecting contemporary practice are reviewed for future development. In purposefully working to understand and promote psychosocial justice communities may be better enabled to respond to challenges present in youth justice and education practice.

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What Needs Underlie Different Community Definitions?

Timofejev, R. (Private Practice, Estonia).

It is natural for people to form communities but as individuals who form communities are driven by personal psychological needs, different meanings and expectations may implictly define the ways in which one is going to be engaged in communal activities and relationships. On the basis of personality and developmental psychology's understanding of human psychological needs, six different types of community deffinitions are discussed: community as service (need for comfort), community as a scene (need for safety), community as a family (need for belonging), communty as a hierarchy (need for self-esteem), community as an aesthetic order (need for meaning) and community as an inspiration (need for self-actualization). Each of presenting definitions is different from others based on the dominating psychological need that is implicitly underlying it and this implies different ways of being in community. For example, the discourse on importance of diversity is seen as reflection of safety need: when no one is "in the shade" of community it is safer, as there are no surprises. In addition, the postive attention of other people makes one feel safer. Therefore, community is essentially defined as a scene, where everyone should be seen. In contrast, the concept of empowerment is seen as a reflection of the need for self-esteem: a higher position in society is associated with more power and more respect, so that defines community essentially as a hierarchy. Inclusive communty is seen as the one that helps people with different underlying needs, to satisfy them by staying engaged and being an active member of community despite individual differences. Some needs are more contradictory with each other than others, and as a result it creates tension because underlyng expectations are very different. Ways to negotiate between different needs that underlie definitions of communities are discussed.

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Co-Creating Digital Tools for 'Vitalism' with LGBTQI Young People.

Johnson, K. (RMIT University, Australia), & Hill, N.

LGBTQI+ young people are a group often positioned within dominant narratives as vulnerable, marginalised and at risk of mental health problems, educational drop out, inequality in access to health and family exile. While these occurrences can be common, working with LGBTQI+ youth has shown us that 'distress' is not a stable affective state and that they often develop innovative strategies for resilience, including through the use of digital resources and informal knowledge. This presentation reports on a small-scale pilot project to co-create digital resources to promote the disruption of the dominant narrative of distress and vulnerability, by fostering a sense of place-based belonging, 'vitalism', social connection and wellbeing. The project involved a multidisciplinary team (community psychology, sociology, design, digital media and education) and LGBTQI+ young people from the Macedon Ranges, Victoria. The presentation will outline the process and reflect on how well we met three aims:

- To understand the processes involved in developing a co-creative methodology with young people and how to document that process;
- To co-create a prototype for a digital resource (e.g. game, app) that LGBTQI young people and their organisation might use to foster social connection and belonging in a rural but not remote area of Victoria; and
- To reflect on the process of working together and the next steps to developing an intervention.

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Exploring Psychosocial Factors that Enable Teachers to Cope with Workplace Adversity at a Rural District School Setting.

Mukuna, R. K. (University of the Free State, South Africa).

Teachers face many challenges in South African rural schools such as stress, depression, lack of resources, poor working relationships, and inflexible curriculum. These could affect their wellbeing and effectiveness at work. As a result, the study had a significance in the teacher's lives and community due to teachers working under conditions that are unfavourable for them performing their jobs effectively. Despite these conditions, they still managed to do their jobs and the community is uplifted. However, this study aimed to explore factors that enable teachers to cope with workplace adversities at a rural school district in the Free State Province. It adopted a qualitative case study as research design. Semi-structured interviews and collages were employed as tools to collect data. Ten participants (n=10; 5 male and 5 female) were selected through purposive and convenience sampling. All participants were selected from a South African rural school. Sesotho culture was their home language and most of them had 5 years teaching experiences. The thematic findings revealed that they developed abilities to cope with and adjust to their social and cultural environment. These included self-efficacy, developing problem-solving skills, awareness of strengths and assets, self-managing of emotions, and self-confidence. This study concluded that these psychosocial factors contributed to teachers coping with adversities and effectively stabilized their wellbeing in the schools.

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Evaluating Quality of Enterprises Including Employees with Disabilities.

Chiodini, M. (University of Florence, Italy), Guidi, E., Cecchini, C., Buggiani, C., Cestelli, C., & Meringolo, P.

Based on the Community Impact Evaluation model (Meringolo, Volpi, & Chiodini, 2019) which aims to evaluate material and non-material outcomes of services by involving stakeholders and local communities, a practice will be presented. This practice was carried out with a Social Consortium "COOB" which includes employees with physical and psychological disabilities. The aim of COOB is to provide quality services and to contribute to the effective integration of all workers. The first two steps of the evaluation process will be shown, related to a) drawing up a shared vision and mission within the Consortium, in order to achieve the construction of a "quality label" able to meet needs coming from employees, clients and local communities; and b) building, by means of group work, a common definition of the procedure for providing quality services for integration, taking into account the well-being of workers, involved professionals and beneficiaries. In the first step, a group, consisting of at least two representatives of each enterprise of the Consortium, attended six-sessions of training with the supervision of community psychologists, where the learning process was combined with the proposal of an action platform useful for the Consortium. In the second step, an instrument for mapping and collecting data in each enterprise was created. By means of SWOT Analysis, shared and adequate strategies for developing inclusion working and social processes have been identified. Participants in the group produced a strategic plan, taking into account the general objective and the internal and external variables, in order to manage weaknesses and turn limitations in resources. An outcome of this study was that effective indicators for evaluating the Community Impact of this kind of organizations have been defined. In conclusion, participatory practices provided employees with instruments for continuously monitoring and evaluating their work, allowing the future sustainability of the experience.

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"Working to Get Out" of Domestic Violence Relationships among Ethnically Diverse Women.

Liddell-Quintyn, E. (University of Miami, United States).

Research indicates that domestic violence survivors are more likely to reach out to informal sources of help such as friends and family members after experiencing victimization (Sabina, Cuevas, & Rodriguez, 2014). Since families and friends constitute the social network and communities in which domestic violence survivors usually live, it is important to examine how they provide help to survivors. This research aimed to understand what support domestic violence survivors would like to receive from informal and formal networks. Data was collected from three ethnically diverse domestic violence survivors using a semi-structured interview guide. All interviewees were identified through purposive sampling. Using grounded theory, the data was analysed using an inductive process to first create initial codes later transformed into a core category. While women disclosed their decisions to either seek or avoid seeking support, they each recounted their path to getting out of an abusive relationship. Although each journey reflected the complex and dynamic nature of abusive relationships, all survivors engaged in specific processes to leave their abusers. The findings suggest the core category "working to get out" symbolizes how survivors actively work to get out of violent relationships thus demonstrating their agency and self-determination. In addition to the core category, the co-constructed sub-core categories *internalized work (cognitive and emotional),* and *external work* reveals the types of explicit and implicit efforts DV survivors make to escape intimate partner violence. In addition, after leaving, survivors engage in *post abuse work* on their road toward healing and recovery. Implications for these results will be discussed.

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Lived Experiences of Gaming Workers and Protective Factors Against Gambling-Related Harm.

Philp, K. (Victoria University, Australia), Ohtsuka, K., & Venville, A.

Gambling-related harm for workers in the gambling industry is a growing health concern, that has significant financial, legal, physical and psychosocial implications. Although research has largely focused on the liabilities and facilitators of gambling for gaming workers, little is known of the factors that protect gaming workers from being at risk of gambling-related harm. Building on the limited research on gaming workers in the gambling industry, this qualitative research adopted a phenomenological methodology drawing on a social constructionist perspective and interpretivist framework to better understand the unique lived experiences of gaming workers and the protective factors against gambling-related harm. Interviews were conducted with seven workers (1 Female, 6 Males) between 4 to 22 years of work experience in the gambling industry. Using a thematic analysis, the interview data showed the relationship between gaming workers is the biggest protective factor against gambling-related harm, as well as attitude, exposure and awareness of gambling and the industry. The findings also showed that workers would benefit from a confidential helpline for gaming workers, a reporting system, a monitoring system and advertisement for workers to help deal with problem gambling. The research contributes to help policymakers and management devise better gambling harm related initiatives to help reduce gambling behaviours and risks for gaming workers, which may improve gaming workers' physical and psychological wellbeing and capacity for work. Ultimately, recognising the unique lived experiences of gaming workers gives workers a voice, thereby helping in building knowledge for stakeholders and for further research. Furthermore, by understanding gaming workers' lived experiences with gambling could be a potential resource for developing gambling harm minimisation strategies.

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La Intervención Comunitaria mediante el Arte en Escenarios de Violencia y Desigualdad.

Estrada-Maldonado, S. (Universidad De Guanajuato, México).

México ha vivido una escalada de violencia social en los últimos 12 años, violencia que está relacionada al narcotráfico y a la cada vez mayor presencia de cuerpos militares y policiacos. En este trabajo se aborda el caso del estado de Guanajuato (en el centro del país)que había sido tradicionalmente una zona muy tranquila pero que recientemente ha pasado a tener los números más altos en homicidios, feminicidios y en general en delitos que implican el uso de armas. Además de ello destacamos la fuerte inversión de empresas automotrices en el estado generando dinámicas interurbanas de mayor desigualdad y pobreza. Todo esto promueve un clima de tensión y ruptura tanto del tejido social como del sentido de comunidad haciendo que se incremente la desconfianza y el miedo entre la población, al mismo tiempo que se incrementa la desesperanza y la competencia constante por las escasas fuentes de empleo. Frente a este panorama, la intervención comunitaria mediante disciplinas artísticas ya sea desde instancias gubernamentales o del tercer sector, ha permanecido como una posibilidad que sostiene los vínculos y el entramado comunitario. En este trabajo presentamos los resultados de una investigación en la que mediante entrevistas a operadoras/es comunitarios de estos programas buscamos conocer de qué manera las herramientas artísticas: música, teatro, narrativa inciden en el fortalecimiento comunitario en escenarios de violencia y desigualdad social. La investigación de corte cualitativo incorpora herramientas discursivas y participativas para obtener tanto la voz de quienes llevan a cabo estos programas como de quienes participan en ellos. El enfoque desde la psicología social comunitaria busca destacar el impacto de estos programas en los procesos psicosociales y colectivos que se viven cotidianamente y en los cuales están imbricadas las problemáticas de violencia y desigualdad.

Art as an Alternative to Community Intervention in Context of Violence and Inequality.

México has experienced an escalation of social violence in the last 12 years, violence that is related to drug trafficking and the growing presence of military and police forces. This paper addresses the case of the state of Guanajuato (in the center of the country) that had traditionally been a very quiet area but has recently experienced a high number of homicides, feminicides and crimes that involve the use of weapons. In addition, we highlight the strong investment of automotive companies in the state, which thereby generate interurban dynamics of greater inequality and poverty. All of this promotes a climate of tension and rupture of both the social fabric and the sense of community, which adds to the increasing distrust and fear among the population, while increasing hopelessness and constant competition for scarce sources of employment. Faced with this climate and context, community interventions within artistic disciplines, whether from the government or third sector, have remained a possible avenue for sustaining community ties and networks. In this paper, we present the results of a study that consisted of interviews with community operators of these programs. Through an analysis of these interviews, we seek to learn how artistic tools, such as music, theater, and narrative, affect the community and support their strengthening in the face of violence and social inequality. Qualitative research incorporates discursive and participatory tools to obtain both the voice of those who carry out these programs and

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those who participate in them. From a community social psychology perspective, this approach seeks to highlight the impact of these programs on the psychosocial and collective processes that are lived daily and located where the problems of violence and inequality are embedded.

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An Exploration Study of the Psychological Meaning of VhaVenda Ancestral Calling

Sigida, S. (University of Limpopo, South Africa).

Traditional healing plays an important role in primary health care in many developing countries. In order to become a traditional health practitioner, an individual is chosen from within the family by the ancestors who were traditional health practitioners. The person has to accept the calling to become a traditional health practitioner, and has to go through the process by means of rigorous training. The calling usually presents itself in a form of a mysterious physical or psychological illness that will not ordinarily respond to western treatment. In this study, I am problematizing and interrogating the views of the Eurocentric perspective that interprets the symptoms of ancestral calling and the resultant process to become a traditional health practitioner as a manifestation of some psychological disturbance. Thus, I will endeavour to journey with traditional health practitioners to understand their lived experiences and explore the psychological meanings of Vhavenda ancestral calling with a view of identifying and documenting the psychological meanings embedded in this culturally-entrenched practice. Qualitative research method which was located within the interpretative paradigm was utilized. Descriptive phenomenological research design was adopted to explore the lived experiences of traditional health practitioners who have gone through the process of ancestral calling. Both snowball and purposive sampling methods was used to recruit 10 participants until saturation. The present study was guided by the Afrocentric theoretical framework. The findings of the study revealed that the process of ancestral calling in all the participants has some similarities and differences. The findings also revealed that after accepting the call there is healing, and if one does not accept the call there are consequences.

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Sense of Community and Diversity: Exploring the Role of the Context.

Rochira, A. (University of Salento, Italy), Mannarini, T., & Verbena, S.

The ethnic variety of territorial communities is a challenging theme for researchers and practitioners in the field of community psychology. In this regard, the *community-diversity debate* puts emphasis on the (seeming) irreducible tension between the promotion of sense of community [SOC] and respect for diversity. In particular, on the one side, there is evidence that community heterogeneity is likely to corrode the perception of similarity to others thus contrasting the progress of SOC. Converseley, some studies have advanced that there may be circumstances in which these two values can be positively associated. The present investigation aims to contribute to the *community-diversity debate* exploring the role of contextual conditions that determine life in the community. Specifically, this research hypothesized that the relationship between SOC and respect for diversity might form depending on the fact that immigrants are perceived as a threat. Realistic threat in the domain of employment and symbolic threat in the domain of the perceived out-group size were tested as moderators of the association between territorial SOC and respect for ethnic diversity within territorial communities. The moderating role of realistic and symbolic threat on the relationship between SOC and respect for diversity was tested in two Italian samples, a convenient sample of community residents of the Salento district (Study 1) and a convenient sample of students of the University of Salento (Study 2), in Southern Italy. The preliminary results of the first study showed a positive direct relationship between SOC and respect for diversity and a moderating effect by the realistic threat on the association between these two variables. Specifically, when immigrants are perceived as competitors over material resources, SOC was negatively associated with respect for diversity. These preliminary findings suggest that the tension between SOC and respect for diversity is contextually defined.

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Estudio Acerca de Conocimientos y Prácticas de la Psicología Comunitaria en Ecuador.

Boada, M. (Universidad Politécnica Salesiana, Ecuador).

Estudio acerca de los conocimientos y prácticas empleados por psicólogas y psicólogos en el quehacer de la psicología comunitaria en Ecuador
Esta investigación indaga sobre los conocimientos y prácticas que psicólogas y psicólogos utilizan en su intervención en contextos comunitarios y como estos definen una característica particular de la identidad profesional. Conceptos como praxis profesional e intervención comunitaria se emplean para generar un proceso de reflexión sobre los campos de acción, los conflictos y tensiones que se producen en el desarrollo de la psicología en estos contextos. Para el desarrollo del trabajo, se toma como referencia la experiencia de formación académica en el nivel de grado, en la Carrera de Psicología de la Universidad Politécnica Salesiana, porque es la primera en el Ecuador que ofertó desde el año 2002, formación en el marco de la psicología social comunitaria latinoamericana. El impulso que el estado ecuatoriano ha dado al desarrollo de las políticas sociales en la última década, sumado al incremento de la demanda tanto de psicólogos egresados que se insertan en el campo laboral, como de aspirantes de nuevo ingreso a las Carreras y Facultades de Psicología del país; y el incremento de ofertas de formación en Psicología en el nivel de grado, han coadyuvado a una mayor presencia de psicólogos en programas y proyectos tanto públicos como privados de intervención social y/o comunitaria. En este momento, el estado ecuatoriano es el mayor empleador de psicólogos en el país, en áreas como salud, educación, bienestar social, vivienda y gestión de riesgos. Lo que determina una gran dispersión no solo territorial sino también teórica y metodológica, en cuanto al quehacer de los psicólogos en contextos comunitarios en el Ecuador, y las tensiones y contradicciones a los que se enfrentan, que dan cuenta de los complejos escenarios en los que desarrollan su trabajo. La metodología que contemplo el proyecto plantea un procedimiento cuantitativo y cualitativo basado en la utilización de dos técnicas de recolección de información: Entrevistas individuales y grupales, y Encuestas. Para el análisis del contenido de las entrevistas tanto individual como grupal, se ha escogido el análisis temático. Esta metodología posibilita a partir de varias lecturas de la información obtenida, identificar temas y patrones recurrentes que permitan organizar y analizar las respuestas dadas por los participantes

Study about the Knowledge and Practices Applied by Psychologists to the Task of Community Psychology in Ecuador.

This research investigates the knowledges and practices that psychologists apply to intervene in community contexts and how they define a particular characteristic of their professional identity. Concepts such as professional praxis and community intervention are applied to generate a reflection process about action fields, conflicts, and tensions that are produced in the development of psychology in these contexts. For the development of the work, the experience of academic in education to obtain a degree in Psychology of the Salesian Polytechnic University (Universidad Politécnica Salesiana) is referenced because this was the first one to offer Latin American, social community psychology in Ecuador since 2002. The desire of the Ecuadorian state to develop social policies in the last decade, in addition to the increase in demand for

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graduates in psychology who enter the work field, new candidates to the programs offered in careers and departments of psychology in the country; and the increase of offerings in the graduate education in psychology, have contributed to the greater presence of psychologists in public and private programs as well as in projects of social and/or community intervention. At this moment, the Ecuadorian state is the major employer of psychologists in the country in the areas of health, education, wellbeing, housing, and risk management. This has led to vast dispersion that is not only territorial but also theoretical and methodological concerning the psychologists' tasks in community contexts in Ecuador, and the tensions and contradictions they face that account for the complex scenarios in which they work. The methodology that the project proposes is a quantitative and qualitative procedure based on the utilization of two techniques to collect information: individual and group interviews and surveys. Thematic analysis was selected to analyze the individual and group interviews. Through various readings of the obtained information this methodology enables the identification of recurrent themes and patterns that allows for the organization and analysis of the participants' responses.

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Cartographies of Youth Social Justice.

Baker, A. (Victoria University, Australia), & Chiodo, L.

Ongoing political polarisation on issues such as migration, climate change and growing social inequality have been of concern to young people globally. Young Australians have been politically active across a number of issues, most notably in relation to climate change. However, less is known about the overall youth social justice landscape that is, how young people across a range of communities, geographic locations and social identities understand and take action against the most pressing social issues in their communities and beyond. In this research, we explore the beginnings of and possibilities for creating an innovative social cartography of youth social justice that can be used by communities and young people themselves to inform strategies for social change. Social cartographies are the 'art and science of mapping ways of seeing,' offering important visual dialogues in which we can consider the interrelationality of knowledge across a range of positions and forms of text in a particular cultural context. A number of researchers have identified social cartography as a collaborative approach to map comprehensively the knowledge terrain so that we might collectively create ways to improve community and society. In our research, we use a range of data collection methods, including surveys, arts-based workshops and focus group discussions with young people (aged 16-25) from across Victoria to gather their perspectives on social issues of importance and to provide insights into their sense of social justice, voice and capacity to act for social change. In this presentation, we aim to discuss some of the emergent patterns across the initial data and consider the possibilities for a collaborative, interactive digital platform to map youth social justice.

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"Men are Not Caring": Young Lesbians' Views on Same-Sex Sexual Preferences.

Gyasi-Gyamerah, A. (Univerity of Ghana, Ghana), Appiah, H., & Anarfi, J.

In many parts of the world, heterosexual relationships are the accepted norm, and are formed mostly based on the overall man-woman relationship traditions that favour men above women. Various studies have shown evidence of the inequalities that exist within heterosexual relations and how men generally dominate and suppress women. This paper seeks to demonstrate how some young women are defying the social cultural norms that govern the expression of women's sexuality in Ghana. To this end, the paper explores the experiences of six lesbian university students who have had previous heterosexual relationships as to what they perceive to be the reasons for their same-sex preferences. Semi-structured interviews were conducted and analyzed using thematic analysis. Five themes emerged from the study: 'No pregnancy drama', 'Female partners more caring', 'History of bad heterosexual relationships', 'Selfless satisfying intimacy with female partners' and 'History of heterosexual sexual violence'. The findings indicate that the participants prefer same-sex relationships to heterosexual relationships due to the caring nature exhibited by female partners, the increased level of intimacy they experience with female partners, violent encounters they have had with the opposite sex in the past, and to avoid unwanted pregnancies.

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Instagram Use, Sense of Place and Sense of Community.

Gatti, F. (University of Naples Federico II, Italy), & Procentese, F.

Public spaces and meeting venues are elements that can foster the Sense of Community (SoC) by facilitating chance encounters among neighbours (Talen, 2000) and Sense of Place (SoP) by strengthening the connection with such places. Nevertheless, in Western local communities, the bond between people and communities is decreasing (Bonaiuto et al., 2003) and public places are losing their social meanings (Arcidiacono & Di Napoli, 2010). As social venues and activities represent social categories that foster individuals' identification with communities and places (Bonaiuto et al., 2016), being updated about them and participating in them could promote the recovery of the social functions within local communities. The study investigates the use of Instagram updates about social venues and events in the city. Indeed, as photography allows attributing and sharing meanings about one's life events and contexts (Purcell, 2007), the new online tools provide opportunities to share and search photos about one's local community's social life and can have a role with reference to the bonds with it and its places. The study explores whether the motive to use Instagram to be updated about social places and events in the city and subsequent Instagram behaviours are associated with higher SoP and SoC, through sequential mediation analyses. A questionnaire including items ad hoc for Instagram motive and use, the SoP scale (Jorgensen & Stedman, 2001) and the Brief Sense of Community Scale (Peterson et al., 2007) was administered to 350 Italian respondents. The results show that these Instagram motive and use associate with higher SoP, $B = 0.030$, $p < .05$, and SoC, $B = 0.108$, $p < .001$, and higher SoC via higher SoP, $B = 0.026$, $p < .05$. Thus, the idea that sharing photos about a community's social life among its members can foster individuals' bond to it and its places will be discussed.

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Ecological Contexts and Citizenship Orientations among Adolescents: A Person-Centred Longitudinal Study.

Tzankova, I. (University of Bologna, Italy), Prati, G., & Cicognani, E.

Several authors suggest that low civic and political activity are not necessarily indicative of complete disengagement, but could be accompanied by interest and latent involvement stemming from either a monitorial attitude (Amnå & Ekman, 2014) or from an attitude of distrust and need of critical supervising (Geissel, 2008). Adolescence is a crucial formative period for the development of socio-political orientations and related attitudes, while being influenced by multiple living environments (Bronfenbrenner & Morris, 2007). The present research aims to examine through latent profile analysis, different patterns of citizenship orientations among adolescents identified by civic and political participation, political interest and trust. Furthermore, we investigate how membership in the groups can be longitudinally influenced by socio-demographic characteristics and perceived contextual features related to school, neighbourhood, family and peers. The study presents data collected through a two-wave questionnaire with upper secondary school students (N = 1943, 53.4% female, M_{AGE} = 16.35) from Italy, Germany, Sweden, Greece and the Czech Republic. The results identify profiles of different levels of engagement, each characterized by either satisfied or dissatisfied attitudes towards political institutions. These findings highlight that for some youth political distrust may be accompanied by the urge for critical supervision and even action in the face of perceived inefficacy of the system. Family background and democratic school climate at T1 seem to foster more trustful citizenship orientations at T2, while school participation and opportunities for reflection on participation at T1 predicted critical engagement at T2. Sense of local community at T1 predicted less apathetic orientations at T2. Our results contribute to the conceptualizations of the different ways of relating to the political sphere among adolescents, which can be useful in the promotion of civic development in educational and community contexts.

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Global Lessons for Community Psychologists Working with Orphans and Vulnerable Children.

Pillay, J. (University of Johannesburg, South Africa).

The aim of this study was to explore and describe the psychosocial and educational experiences of orphans and vulnerable children in South Africa through a bioecological systems model taking their experiences at multiple levels into consideration, namely their homes, schools and local communities. The goal is to provide authentic and culturally relevant family, school and community-based psychosocial and educational support interventions for these learners. Qualitative data were collected from more than 100 orphans and vulnerable children through individual interviews, focus groups, collages and autobiographical essays. Thematic and content analyses through Atlas ti software provided a vivid description of the learners' living conditions, changing roles, community fears, and school experiences which inevitably affect their psychological, social and educational well-being. The results indicate the dire need for Family- School-Community-Based psychosocial and educational approaches to assist orphans and vulnerable children to overcome personal and interpersonal problems so that they could succeed at school and in their general lives. Based on the findings, the implications for community psychologists to design and implement authentic evidence-based and cross-culturally appropriate psychosocial and educational support interventions as a means of fostering and sustaining support for orphans and vulnerable children within their families, schools and communities are critically discussed. In conclusion, the global lessons that could be learned from a local South African context for community psychologists working with orphans and vulnerable children are presented.

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Community Engagement among LGBT Living in a Rural Area of Southern Italy.

Carbone, A. (University of Naples Federico II, Italy), Agueli, B., & Arcidiacono, C.

In the last decade, the conditions of the LGBT communities around the world, especially in western countries, have undergone considerable improvement given in particular by the recognition of some fundamental rights. However, very often queer research has focused on taking into account only the (urban) environment where it was easier to find LGBT people, especially the big cities of Europe and US. This presentation wants to fill this gap in the scientific literature by focusing on the intrinsic and extrinsic prejudices that young gays and lesbians residing in the province of Foggia (Southern Italy) experience in their own living environment characterized by being an agricultural, conservative, familist and high-rate of youth unemployment context. Twenty interviews were undertaken and analysed qualitatively (Grounded Theory). The findings primarily underline the heavy pressure of family and cultural conformism in obstructing the development of a full assumption of their own homoerotic desires, openly living a relationship with a partner of the same sex, as well as participating in local LGBT activism. Remaining within a presumed invisibility remains the pre-eminent response to a pervasive oppression. Implication for community intervention will also be considered.

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Grassroots Community Activation: Lessons of Hope.

Miranda, D. (University of Puerto Rico, Puerto Rico), & Rodriguez, A.

During the past 30 years, professors and students of the Social Community Psychology program at the University of Puerto Rico have accumulated experiences, knowledge and uninterrupted work as part of grassroot community organizations. The work developed within an ongoing PAR collaborative relationship. Experience Systematization (*sistematización de las experiencias*) sessions have produced important lessons which have generated knowledge from and with the communities. The liberation, decolonialization and participatory methodology perspective has suggested directions of political actions. This led to academics assuming political positions contrasting the objectivity, neutrality and proselytizing concerns of both academics and grassroot community organizations. *The political* perspective (Alvarado, Botero, Ospina, 2010) shifts from *the politics* and public policy perspective, which has contributed to the dependency on political parties and election-oriented activation. The grassroots community movements phenomenon is a psychology-politics endeavor where *the political* and subjectivity constitute each other in a continual unfolding process. Participatory methodologies have been an educational and transformative ground creating alternative political practices. The links of solidarity among grassroot community organizations have taken steps towards a commons (*communis*) political alternative. Events such as the Summer of 2019 in Puerto Rico, which resulted in the demise of the governor and his close political acquaintances, will be discussed. The results of grassroot community conglomerate IDEBAJO proposals will also be addressed. The theme of this conference evolves around ways to foster and sustain solidarities. We have worked within a community and local context, while striving to engage beyond our geographical and knowledge borders. One outstanding lesson has been solidarity, which has provided a firm ground of continuity and engagement, with its ups and down. Our hope is solidarity and engagement with each other in this Congress. Has Community Psychology made changes within itself to reach our hope?

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Rootedness and Participation in Collective Local Environments.

Massola, G. (University of São Paulo, Brazil)

Rootedness, in Environmental Psychology (EP), is a polysemic term that generally refers to a search, through active and autonomous participation in an organised community, for an environment that allows for individual and collective identity support and a balanced time perspective (specially a sense of positive future). Studies have tried to relate feelings and cognitions regarding the environment and participation, however, they did not obtain consistent results. EP may be defining "participation" too narrowly, relating it to values extrinsic to the groups surveyed, such as environmental protection. The present project sought to compare forms of participation, time perspective (positive future versus fatalism), affects, and cognitions to the environment, seeking both to contribute to a more rigorous definition of rootedness by EP and to reflect on the environmental basis of participation. To investigate this hypothesis, this paper analyses dwelling time, cultural capital, quality of residence, place identity, place attachment, community ties, time perspective, and forms of participation. Online scales (chosen among the most commonly used in the EP) and semi-open questionnaires on participation were given to 1000 participants of the State of São Paulo (Brazil). Scales were analysed through descriptive and inferential statistics. Questionnaires were analysed through content and discursive analysis techniques. Significant correlations ($p<.05$) were obtained between all variables, except for participation scales (which investigated, for example, environmental care and support for punitive campaigns against people who harm the local environment). However, questionnaire responses indicated that high local participation had a significant impact on all variables and were related to lower levels of fatalism. Perhaps, local definitions of participation differ from the ones that underlie international scales. These findings support Paulo Freire's conception of conscious participation as deeply related to local collective history, and rootedness, as constituted by active participation, strong collective ties, and positive feelings towards the local environment.

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La Formación de Ormación de Psicólogos Comunitarios en Ecuador: Una Experiencia Universitaria.

Boada, M. (Universidad Politécnica Salesiana, Ecuador), & Grondona, G.

La formación de psicólogos comunitarios en Ecuador, donde la Psicología ha estado marcada por una fuerte influencia del modelo médico de intervención individual e institucional, la posibilidad de pensar una forma distinta de "hacer psicología" representaba asumir una responsabilidad ética y política que movilizara la apertura de otros espacios de trabajo para psicólogos y psicólogas, permitiéndoles ser parte activa de estos procesos no sólo desde la configuración de formas de intervención, sino sobre todo desde la participación en la construcción de políticas sociales y de un espacio en la opinión pública con una voz propia y legitimada, desde el trabajo permanente y directo con actores sociales y políticos de nuestra realidad local y regional. La Carrera de Psicología de la Universidad Politécnica Salesiana (UPS), es la primera en el Ecuador que ofertó a nivel de las carreras de grado desde el año 2002, formación en el marco de la psicología social comunitaria latinoamericana. A lo largo de estos 17 años de recorrido, se ha desarrollado un proceso de formación académica que ha priorizado el acercamiento de estudiantes de psicología al trabajo en comunidad desde asignaturas específicas, y fundamentalmente desde la definición de las prácticas preprofesionales. La supervisión de estas prácticas preprofesionales significó para docentes y estudiantes espacios de trabajo "en conjunto" es decir, se planificaba e intervenía en equipo. En este camino se fue definiendo un lugar desde donde pensar-nos como psicólogos, en tanto referente desde el cual concebir la formación universitaria, pensar a la universidad desde la responsabilidad social que le compete, y reflexionar sobre la psicología como quehacer profesional. En este contexto, ha resultado fundamental la creación y puesta en escena de un modelo de prácticas comunitarias y preprofesionales, que permiten situar un tipo de formación profesional en este campo, desde la lógica de la intervención psicosocial con espacios de socialización del perfil profesional de los egresados de la UPS y de los ámbitos de acción del psicólogo social comunitario. Por lo anterior, en la presente ponencia se abordará este proceso, sus definiciones y los marcos de comprensión e intervención qué, desde la realidad ecuatoriana, permiten reflexionar sobre la instalación y proyección del enfoque comunitario en psicología, como apuesta académica, ética y política.

The Training of Community Psychologists in Ecuador: A University Experience.

In the training of community psychologists in Ecuador, where psychology has been marked by a strong influence of the medical model of individual and institutional intervention, the possibility of thinking about a different way of "doing psychology", has required assuming an ethical and political responsibility that would mobilize openness of other work spaces for psychologists, allowing them to be an active part of these processes: not only from the configuration of forms of intervention, but above all from the participation in the construction of social policies and a space in public opinion with an owned and legitimate voice, from permanent and direct work with social and political actors of our local and regional reality. The Psychology Career at the Salesian Polytechnic University (UPS) is the first in Ecuador that has offered undergraduate degrees since 2002, training within the framework of Latin American community social psychology. Throughout 17 years of experience, an academic training process has been

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developed that has prioritized the approach of psychology students to work in community from specific subjects, and fundamentally from the definition of pre-professional practices. The supervision of these pre-professional practices meant for teachers and students, work spaces "together", in that they planned and intervened as a team. Along this path, a place was defined from which to think of ourselves as psychologists, as a point of reference from which to conceive university education, think of the university from the social responsibility that it is responsible for, and reflect on psychology as a professional task. In this context, the creation and staging of a model of community and pre-professional practices has been fundamental, which allow locating a type of professional training in this field, from the logic of psychosocial intervention with spaces for socialization of the professional profile of the graduates of UPS and the fields of action of the community social psychologist. Therefore, this presentation will address this process, its definitions and the frameworks of understanding and intervention which, from the Ecuadorian reality, allow us to reflect on the installation and projection of the community approach in psychology, as an academic, and with ethical and political commitment.

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Sports Spaces as Sites for Multiculturalism.

Broerse, J. (Victoria University, Australia)

Multiculturalism and the management of diversity are of growing personal and political importance due to changing demographic urban settings. This presentation discusses ethnographic data and describes how people in the City of Maribyrnong, Melbourne, engage with ethnic and cultural diversity through sports participation. The neighbourhood (semi) public sites selected for this research represent the wide range of sports activities organised in this area: community clubs, gyms/boxing clubs, local city council activities, and informal/self-organised sport activities. The aim of this study is twofold. Firstly, following a human geography approach, I ask who uses which sports spaces and how potential intercultural encounters play out. Secondly, using an everyday multiculturalism approach, I explore how and to what extent everyday face-to-face interactions in sports spaces form a basis for identity construction and experiences of (local) belonging. This research ultimately aims at further developing the sociology of the spatiality of sporting bodies in highly diverse urban areas.

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The Dialectic: Sharpening an Old Tool for Contemporary Struggles.

Van Ommen, C. (Massey University, Aotearoa/New Zealand).

The dialectic was an intense focus of debate across the 20th century with academics and activists drawing on this method/tool/logic in their sense making of especially the dynamics of capitalism. It however fell from favour at the close of the 1980s with the emergence of the 'post-history' era and the intensification of the hegemony of 'neoliberalism'. Although diminished, engagements with the dialectic and its complexities have continued amongst scholars, with the promise that its value will again be demonstrated as our world witnesses profound escalations in the noxious dynamics of capitalism, whose impact is most felt, unsurprisingly, by the most vulnerable. Dialectical reason however is prone to simplistic and dismissive characterisations which allows its potential to be ignored. In this paper, I wish to provide an overview of this notion, some of the ways it has been engaged with and debated in the past and illustrate its utility in engaging and making sense of the struggles of current communities across the globalised world. Ultimately, the dialectic provides a critical tool seeking the production of knowledges that foster the agency, liberation and well-being of communities subjugated to larger processes that promote the differential distribution of wealth, burden and suffering. Part of its utility is in resisting individualistic and liberal formulations of poverty. This will be illustrated through the depiction of some of the affective and material dynamics of the cityscape of Auckland.

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Sense of Community in Early Adolescents.

Cicognani, E. (University of Bologna, Italy), Prati, G., & Tomasetto, C.

In the research literature on Sense of Community (SOC) that refers to the neighborhood or town, a handful of studies have been conducted with early adolescents (e.g., Chipuer et al., 2003; DiClemente et al., 2016; Giardiello, 2016; Seider et al., 2013; Tarantino et al., 2017; Vieno et al., 2007). However, such studies have relied on measures developed for adults or ad hoc scales. It remains, therefore, unclear whether such instruments can be used to reliably capture the nature and the experience of SOC of youth of this age. The aim of the present study was to contribute to the validation of the Sense of Community in Early Adolescents (SoC-EA) scale using a three-year longitudinal study. Participants were 576 Italian students attending middle schools. Participants completed a questionnaire three times, in the second term of their first second, and third middle school years. We measured sense of community, well-being, social support, satisfaction with the classroom environment, relationships with teachers, and pubertal development across the three years. Results provided support for a five-factor model and both bifactor and ESEM models had excellent fit. The SoC-EA can be scored according to each subscale or a total score. In addition, based on the results of the current study, the SoC-EA demonstrated (1) longitudinal measurement invariance across the middle school years; (2) good internal consistency, test–retest reliability, and test–retest correlation across the three years; and (3) adequate construct validity. Findings support the use of the SoC-EA to measure sense of community in early adolescence. Moreover, sense of community appears to be related to indicators of early adolescents' well-being and quality of relationships. Implications of the findings for interventions to enhance SoC will be discussed.

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Exploring the Lived Experience of Street Homelessness in Cape Town, South Africa

Lesch, A. (Stellenbosch University, South Africa), & Jadezweni, N.

With increasing rates of poverty and widening inequality in South Africa, the number of people living on the streets in urban centres is steadily increasing. The street homeless live precarious and transient lives. Studies on homelessness point to a lack of housing as the main driver of street homelessness and fail to consider the social, political and economic features of contemporary South Africa that fuel homelessness. There is limited support available to people living on the streets. There is also limited qualitative research that documents the experiences of this group of citizens. Such research is a crucial starting point for creating partnerships with people living on the streets, connecting them to organisations that can offer support and designing programmes and support services that address their expressed needs. Given this background, the purpose of our research was to explore the lived experiences of the street homeless in urban Cape Town. Our research adopted qualitative research design and data was collected using a semi-structured interview format. Persons over the age of 18 years and who have lived and slept on the streets, without the use of shelters for 12 months or longer, were recruited to participate in our research. Data was analysed using thematic analysis. Our research findings show that people living on the streets experience ongoing social suffering and structural violence that threaten their health and well-being. Our findings provide insight into the lived realities and expressed needs of the street homeless in urban Cape Town and can serve as the starting point for the designing interventions that address the needs of this vulnerable, marginalised and under-served population.

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Psychological Risks of the Offshore Oil Platform Workers in the Caspian Sea

Korneeva, Y. (Northern (Arctic) Federal University named after M.V. Lomonosov, Russia), & Simonova, N.

Objectives/Scope: The goal is to identify the psychological risk of employees of the offshore ice-resistant oil and gas production platform in the Caspian Sea. *Methods, Procedures, Process*: The study was conducted on the offshore ice-resistant platform, Y. Korchagin, in the Caspian Sea (April 2019). 50 employees took part (shift duration - 14 days). Research methods were questionnaire, psychological and psychophysiological testing. Psychological risk in professional activity is the probability of the emergence of professional personal destruction and the formation of unfavorable functional states of employees in the performance of labor functions due to the prolonged impact of negative social and industrial factors with insufficient personal and environmental resources. *Results, Observations, Conclusions*: The psychological risks were revealed among employees with an optimal and reduced level of functional reserves and working capacity. The differences of employees of various professional groups are revealed. Key psychological traits are identified that allow employees to effectively cope with their professional duties, while maintaining mental and physical health. *Novel/Additive Information:* For the first time, a study was conducted to identify the psychological risks of workers of the offshore ice-resistant oil platform in the Caspian Sea through a scientific expedition. The data obtained as a result of this expedition are unique and are of great scientific and practical value. The reported study was funded by RFBR according to the research project № 18-013-00623.

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Hopes and Fears for the Future of Different Local Communities

Mebane, M. (Università Giustino Fortunato, Italy), & Benedetti, M.

To foster the wellbeing of communities it is important to understand the perception residents have of the future of their community, specifically their desires for the future of their community and what they fear most for their community (Francescato, 2017). The aim of this study is to investigate the perception of the future of a community of people residing in the city center of Rome, in suburban areas of Rome and small towns, analysing what they fear most for their community and what they desire most for the future of their community. One hundred and forty communities participated in the project: 49% from the City Centre of Rome; 27% from the Suburban areas of Rome; and 24% from small towns. Our research is part of a larger project that assessed the empowerment of different communities using the Community Profiling methodology (Francescato, Tomai, & Ghirelli, 2002). The community profiling is a multidisciplinary approach since it integrates tools from different disciplines. In this study we focused on the analysis of the future profile, specifically we analysed how people feel about the future of their community, their main anxieties and hopes, comparing the different communities. Our preliminary results were analysed considering the seven profiles of the community profiling methodology (territorial, demographic, economic, service, institutional, anthropological, and psychological). The people living in the Centre of Rome focused mostly their desires on the Territorial, Psychological, Economic and Service aspects of their community. For the Suburban areas the desires alternatively concentrated mostly on the Service, Territorial, Economic, Psychological and Institutional profiles. With respect to local towns' people, their desire for their community were focused on the Economic, Services, Psychological and Institutional and Territorial aspects of the community. In all three communities, fears were focused mostly on territorial and psychological aspects.

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Community and Sociostructural Inequity: Critical Approaches to Women's Reproductive Justice in Nicaragua

Grabe, S. (University of California, Santa Cruz, United States), Rodriguez Ramirez, D., & Dutt, A.

Given the worldwide violation of women's reproductive and educational rights, there is a crucial need to better understand the psychosocial processes that facilitate justice. International conventions, such as those put forward by the United Nations, strive to provide legal frameworks through which women's rights can be protected. As important as these approaches are, a law-focused perspective has inadvertently prioritized efforts led by predominantly white women to attain and defend legal rights, with little attention afforded to understanding how socio-cultural contexts enable or limit the actualization of women's rights. Instead, the current study took a reproductive justice approach to understanding reproductive decision-making and educational aspiration by examining how a community-based organization in rural Nicaragua challenged gendered psychosocial processes related to women's rights violations. As a goal of social justice research is a reconfiguration of knowledge production, the study was designed in accordance with Mohanty's (2003) assertion that understanding struggles for justice must involve illuminating majority-world women's engagement with resistance. Although most reproductive organizing throughout the world has been undocumented, this study aims to "put the activism of women of color in the foreground" by considering activists in a majority-world setting as an example for rethinking conventional scientific wisdom and demonstrating action related to the broad project of justice. Using structural equation modeling with a sample of almost 300 women, we found that organizational participation interrupted socio-cultural norms related to structural oppression by impacting women's self-esteem and powerlessness, thereby increasing the potential for women's reproductive decision-making and educational aspiration. Our findings suggest that trying to understand how to enhance women's human rights, without considering the social-structural contexts that enable or limit rights, is not enough to create viable routes to gender justice.

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Auntie Stella Reaching Across Borders: Action Research for Sexual and Reproductive Health

Akhurst, J. (Rhodes University, South Africa).

Sexual and reproductive health (SRH) of youth are important concerns across many African countries, given the high incidence of sexually transmitted diseases (STIs) and the risk factors that have led to these elevated levels (including gender-based violence). The individual focus of many didactic and information-based approaches to SRH have been criticised for assuming rational decision-making and women's individual agency in the sensitive arena of sexual interactions, where dynamics of power and gender as well as economic and social pressures are strong influences. Enabling behaviour change in sexually risky situations needs more in-depth and sustained psycho-educational interventions.

This paper will present the findings of some small scale trials of collaborative group-based material developed in Zimbabwe. Action research was used to evaluate discursively the psycho-educational materials entitled 'Auntie Stella: Teenagers talk about sex, life and relationships'; which has features that correspond with more successful HIV-prevention interventions. The cards focus on the challenges of appropriately accessing healthcare in relation to sexuality, contraceptive access and use, coping with sexually risky situations, attitudes to STIs and HIV-related testing and treatment. There is the need to deepen knowledge around these issues and to encourage more informed help-seeking behaviour.

We trialled both the English and some translated isiXhosa cards with groups of university students (ages 18-24). The audio-recorded material was transcribed (with translations where necessary); and analysed using variants of thematic analysis. This paper will present students' responses to the content of the material, as well as their reflections on their learning through the processes. Since the participants included people from six sub-Saharan African countries, the presentation will illustrate how a grassroots programme developed in Africa has enabled us to learn from each other and will propose further potential developments.

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Teaching Critical Community Psychology: A Bridge Too Far?

Karriem, A. (University of the Western Cape, South Africa), Whittaker, S., Mohamed, S., & Ahmed, R.

The uptake of decolonising movements in psychology and other disciplines would appear to provide fresh impetus for developing a more critical community psychology. In this paper, we explore the extent to which this promise can be realised in our current context. Drawing on the South Africa experience, we evaluate both the opportunities and constraints to developing a critical community psychology agenda. Given the hegemony of the neo-liberal agenda in education, the imperative to develop a critical community psychology has never been stronger. Furthermore, the resurgence of critical theories, greater access to platforms for critical thought and spontaneous large-scale mobilisation all speak to the potential uptake for this agenda. However, we argue that the counter forces considerably constrain opportunities. The commodification and 'privatisation' of higher education, the ascendancy of a consumer culture, and increasing global inequity and capital accumulation at all cost significantly impact on developing critical projects. In psychology universal evidence-based practice, the bio-medical hegemony for understanding psychological problems and processes and professional pathways for individual success at all cost, leave little room for critical thought or critical teaching. Within this context, we reflect on what has worked and lessons for the future. We argue that collective, multi-disciplinary work, organic academic-community partnerships, and critical concientisation alongside greater mobilisation and resourcefulness against institutional constraints are necessary. We explore how locating our work within organic social movements remains promising. Developing a critical community psychology agenda remains imperative and even little victories provide huge hope.

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Listening to Difficult Stories: Qualitative Research in Vulnerable Communities.

Qhogwana, S. (University of Johannesburg, South Africa).

This article uses reflexive auto-ethnography to highlight the negative impact and transformative power of listening and reading stories of the marginalized. This is achieved through sharing experiences from conducting narrative interviews with incarcerated women. The negative emotional impact of listening to stories of trauma, dehumanization and disempowerment is revealed as I share my experiences of listening to incarcerated women's narratives. At the same time, the transformative power of these stories in challenging dominant narratives held by the listeners is highlighted. Mixed emotions of sadness, pain, trauma and a confrontation with a human paradox of the bad and good inherent in all of us was evoked as I listened to the stories of the women. The single story of dangerous people I held about incarcerated women was challenged as I was confronted by my own prejudices towards them. Listening to their stories provided me with an opportunity to connect with them while I also accessed common humanity that is characterized by unique life journeys, experiences and emotions. The article highlights the significance of self-care and positive transformation of the self in qualitative research with vulnerable communities is highlighted.

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"I've Got Nowhere to Work": Sex Work Following the 2011 Canterbury Earthquakes.

Blake, D. (Massey University, Aotearoa/New Zealand), & Fraser, C.

The effects of climate justice matter to our most marginalised and often invisible peoples, who endure the worst outcomes from disasters, both natural and 'human-induced' throughout the world. This presentation explores the effects of the 2011 Aotearoa/New Zealand Canterbury earthquakes on the working conditions and lived experiences of 12 sex workers and seven key informants, to understand how the earthquakes affected their livelihoods, health and wellbeing. Framed by a critical participatory action research approach that privileges the knowledge people hold about themselves, this work was developed alongside sex workers. In this way, research questions, interpretations and research outcomes were co-constructed by sex workers, for sex workers. A social capital model was used to unpack the experiences of displacement, and the influence of stigma for the sex workers on the earthquake recovery process. It demonstrates how sex workers in Canterbury have been marginalised and ignored throughout the recovery and rebuilding of Ōtautahi (Christchurch) City. It is argued that a model of decriminalisation for sex workers enabled them and their sex workers' rights organisation, the New Zealand Prostitutes Collective, to contest an unjust Local Government bylaw that attempted to ban street-based sex workers from working in residential areas following the earthquakes. This research represents the way in which groups with little social power, because of social and economic constraints, endure increased harm following a disaster. It is a form of activism in that it calls for anyone engaging in Disaster Risk Management and community psychology to understand the human rights issues for sex workers associated with disasters, which are continuing to increase as an effect of climate change.

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Sense of Community as Cultural Praxis.

Pelupessy, D. (Universitas Indonesia, Indonesia), Fisher, A., & Tyler, M.

Sense of community (SoC) is a key construct for community psychology. McMillan and Chavis's sense of community model has been the most embraced theory of SoC and the most cited in the study of SoC in community psychology. Despite its popularity, it is not without any contention. There are some alternative theories, models, and measures of SoC. Nevertheless, much of the empirical evidences of SoC are quantitative and demonstrate it as cognitive and affective attributes that sit inside an individual. The present study investigates SoC in relation to the disruption of SoC by the event of disaster and permanent relocation following the disaster. Using a grounded theory approach, the present study aims to unpack SoC from the point of view of community as practice. Considering local frames of reference and cultural knowledge in interpreting the social/communal and psychological realities, the present study provides interpretation and understanding of the ways SoC is reflecting contextual community processes and operating as praxis. The findings of the present study are discussed in relation to community resilience and post-disaster community recovery process.

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Tender Places: Walking with moral responsibility in the time of climate change.
Hickey, K. (Victoria University, Australia)

Global ecological crisis, including, but not limited to climate change, is widely regarded as one of the greatest threats posed to human cultures and the life-giving systems they rely on. With the climate crisis intensifying economic, social and cultural disparities both locally and internationally, many communities, especially those experiencing higher levels of privilege, are failing to act on a global or local level. Tender Places examines how place can provide a framework for reflexive dialogue on the moral responsibilities of settler descended peoples in the time of ecological breakdown. Working with two sites in the Northern Territory, this creative research mobilises the body in the act of physical translation of theory with/in place through walking, writing and digital photography. This research acknowledges and activates trans-local relationships through the creation and sending of postcards which document, translate and disseminate field notes to and through an international network of artist peers. The presentation will propose walking with theory as a decolonising research methodology. The rationale for (trans)local place-based inquiry into global ecological crisis will be located within broader critical discourse on de/colonisation and climate justice. Postcards and other creative research artefacts will be shared to demonstrate the methodology in action, and the decolonising potential of reflexive and embodied engagement with place on settler identity.

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Slow-Motion Action Research: An Urgent Struggle, a Long Conversation about Decolonizing Solidarity.

Land, C. (Victoria University, Australia).

The book Decolonizing Solidarity was a non-Aboriginal activist's answer to the challenge by Aboriginal activists and scholars to interrogate whiteness. It left space for a reply; for this conversation to be ongoing. This presentation will share some reflections that have been woven into the soon-to-be-published revised edition of the book based on the first edition's reception. It will include an exploration of 1) the dynamics of defensiveness from people with access to multiple privileges, and the lessons for the pedagogy of solidarity; 2) the politics of solidarity by settlers of colour, and whose work it is to discern and articulate this; 3) conversations about 'next-level' insights that the first edition has enabled. It will also include discussion of the Decolonizing Solidarity Book Club program that has sparked at least 25 self-organised book club groups to be established. Delegates' responses to the presentation will help to develop further insights into whether the book is doing what it is supposed to be doing and whether the critical self-reflection by non-Indigenous people that is seen as necessary is going far enough to generate more humble and powerful action in solidarity with Indigenous struggles.

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Research Justice: A Racial Justice Approach to Research.

Moorthy, S. (Coalition of Communities of Color, United States).

Racism is the underlying condition of the lived experiences of those of us who identify and/or are read socially as people of color. However, mainstream academic research practices into how racism impacts and marginalizes communities and how to achieve equity are often exploitative and unjust; communities that are most deeply impacted are excluded from opportunities to lead research that is about them. Against this backdrop, this presentation presents research findings and calls to action by communities of color living in Washington County (Oregon, USA) described in the Coalition of Communities of Color's (CCC) report, *Leading with race: Research justice in Washington County*. Specifically, we ask: How do communities experience housing instability? How do communities use parks and recreation? How are we impacted by climate change? These experiences are continuously dismissed as anecdotal, while at the same time, policy practitioners remain puzzled about why policies are not having the desired equity impact. This session will present a vision and implementation of research justice in Washington County that is based on the premise that research practices intended to produce knowledge of lived experiences of communities of color should be just and equitable to achieve the racial equity we seek in the region.

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An Engaged and Relational Psychology for Flourishing and Inclusive Communities.

Stolte, O. (University of Waikato, Aotearoa/New Zealand), & Hodgetts, D.

Many students come to study psychology because they want to learn about people and help their communities. This puts the onus on those of us who teach in the discipline to deliver a psychology that is engaged, responsive and relevant. This paper is based on over a decade of research-informed teaching practice. Central here are questions about what kind of psychological scholarship can facilitate human understanding and flourishing in the 21st Century. Such questions have been at the forefront for the six authors involved in the production of the second edition of an undergraduate textbook titled *Social Psychology and Everyday Life:* Ottilie Stolte, Darrin Hodgetts, Chris Sonn, Neil Drew, Stuart Carr and Linda Nikora. The common thread across diverse issues, concepts and approaches in this book is the dignity of all human beings and the inseparability of the human experience from wider contexts and intergroup histories. Rather than presenting psychology as a static blueprint, we draw on pluralistic histories of psychological thinking from around the world. Our intent is to offer an engaged and relational psychology, which students and future researchers can then meld with their own interests and approaches. Accordingly, our undergraduate textbook is a conduit for a dynamic 'living' psychology that can be applied and reshaped in ways that are relevant to diverse communities.

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Hidden Homelessness: New Research on Doubling Up.

Richard, M. (Vanderbilt University, United States), Glendening, Z., & Rule, G.

Homelessness is an international issue of particular salience in developed nations and urban areas where it draws attention to the gap between rich and poor. However, most of this attention is paid to visible or "literal" homelessness, such as those on the streets, in encampments, and in shelters. But what about people who are unable to afford their own housing but find tenuous places to stay? Definitions of homelessness vary both within and across countries, but in the United States, government counts tend not to include individuals who are "doubling up," staying with family or friends because housing of their own is out of reach. Nevertheless, research suggests that doubling up can have detrimental effects and is often a precursor to literal homelessness. In response, a research-community partnership began to look more closely at this hidden form of housing insecurity. Using publicly available U.S. Census Bureau data on households, we created a measure of doubling up that considers economic hardship, overcrowding, and a person's relationship to the householder. We compare rates of doubling up to rates of literal homelessness, explore individual and household characteristics associated with doubling up, and investigate geographic variation across the country. This work adds to existing efforts to enumerate homelessness and suggests that current methods may underestimate the extent of homelessness in the United States. In addition to using the measure for scholarship, we plan to disseminate it widely through a toolkit for community organizations in the U.S. who want to generate and use their own data to inform policy. Finally, we hope that our conceptual framework can inform the creation of similar measures tailored for data from other countries.

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African Psychology and Capoeira Angola: Liberation, Decolonization and Indigenization.

Nogueira, S. (Unicamp, Brazil).

The paper presents a dialogue between theoretical references of African Psychology produced in the USA and theoretical-practical references of Capoeira Angola in Brazil. The proposal is to look at these two references from an indigenizing perspective of the psychological sciences. Capoeira Angola is a traditional Afro-Brazilian practice, best described as a war dance. Enslaved Africans in Brazil preserved native/indigenous cultural elements and founded hundreds of Afro-Brazilian cultures, such as Capoeira Angola. This social practice is more than four centuries old in Brazil. In the 1960s, it first went out into the world. Today it is practised in over 160 countries, with about 150 million practitioners on five continents. In 2008, it was recognized by the Brazilian government as Brazilian Intangible Patrimony. In 2012, UNESCO recognized capoeira as a Cultural Patrimony of Humanity. This social practice is maintained and transmitted by traditional educative processes of African origin, orality. Its essential elements are 1) the ritual of the *roda*, 2) the *ginga* and *game* and 3) the musicality. In addition to the traditional transmission of this African root practice, capoeira has been studied since the early twentieth century by numerous researchers from various fields of knowledge in Brazil and around the world. In the Brazilian context, psychology was one of the areas that least produced knowledge about capoeira, Afro-Brazilian population and African studies. This silence has been denounced as an expression of racism. In this sense, establishing a dialogue between references of capoeira and African Psychology is quite innovative. We consider African Psychology as an Indigenous psychology, with over five decades of scientific development in the US and the Caribe. It aims to produce critical psychological sciences from the African worldview. It seeks to use concepts and processes of the peoples of the continent and the diaspora to overcome structural inequalities in westernized societies. This research aimed to show the consistency, coherence and relevance of using concepts and processes of African Psychology to analyze the practice of Capoeira Angola and how it impacts the life of its practitioners. The philosophical principles of 1) unity with nature and 2) collective survival are observed in the capoeira ritual, as the propositions about orientation, axiology, notion of person, notion of time and epistemology are very close to the organizing principles of capoeira. The study showed that the educational processes experienced within the practice of capoeira have a potential for liberation, understanding that liberation involves complementary processes of decolonization and indigenization of lived and reflected experience. We want to share this potential with other Indigenous Psychologies.

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Key Steps for Building Successful Collaborative Research with Hard-to-Reach Communities.

Ziaian, T. (University of South Australia, Australia), Puvimanasinghe, T., de Anstiss, H., Barrie, H., Dollard, M., Esterman, A., Afsharian, A., & Miller, E.

Research that includes communities and individuals from diverse cultural and linguistic backgrounds provides opportunity and evidence for positive structural change. There are both methodological and ethical challenges regarding reaching the population concerned as well as ensuring a fair and equitable process. Researchers can take steps to reduce barriers to participation through ensuring effective communication about the research process, fostering trust among participating individuals and communities, addressing power differentials by developing respectful relationships, reducing the impact of language and cultural differentials, and managing tensions in research partnerships at an organisational level. This mixed method, Australian Research Council (ARC) funded project was a collaborative research project that included two large service organisations, two universities, and over 700 participants. Young people from refugee backgrounds in three world regions – Africa, the Middle East and South Asia – made up the bulk of this participant group. A comprehensive survey of youth aged 15-24 was conducted (n=635), followed by semi-structured interviews with a subset of these youth (n=46), their parents or caregivers (n=35) and educators (n=31) to provide context-rich data and deeper engagement with issues. The project's focus was on education and employment pathways for young people from refugee backgrounds in South Australia. This presentation will discuss the major contributing factors for the successful community partnerships and positive relationships that made up the process of this large-scale research project. Our experiences throughout this study highlight the importance of building rapport and trust, acknowledging and respecting the value of diversity, and ensuring open communication through flexibility. These strategies were vital for the research process but are also relevant to the broader life experiences and social interactions of participants. Key findings include themes of identity and belonging, and connections with service providers, education systems and employers. Our experiences throughout this project will be useful to cross-cultural and other researchers seeking to undertake cross-cultural research. It will also provide community professionals with a knowledge base from which to build organisational and worker capacity and cultural competency.

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Supporting Ecological Grief through the Integration of Compassion Science and Community Psychology.

Dean, J. (University of Queensland, Australia).

Ecological grief—the grief experienced in response to ecological losses—is increasingly acknowledged as a psychological response to losses associated with climate change and other forms of ecological degradation. Given today's extraordinary decline in planetary health, new approaches are required that support people experiencing such grief. To date, research into ecological grief is emerging and underdeveloped. This presentation will outline the potential for compassion science to complement community psychology approaches to support people experiencing ecological grief. For example, an understanding of compassion as a motivation that involves "a sensitivity to suffering in self and others, with a commitment to try to alleviate and prevent it" (Gilbert & Choden, 2014) emphasises the generation of courage and wisdom to face suffering and respond to threat. This orientation closely aligns with the community psychology interest in addressing injustice. This presentation will: (i) present a rationale for the integration of compassion science with community psychology approaches to support people experiencing ecological grief, emphasising an ecological viewpoint, as well as fostering social connectedness and individual and community-level empowerment; (ii) invite delegates to participate in a brief experiential compassion practice; and (iii) consider future directions for the incorporation of compassion science in community psychology research and practice related to ecological grief. The integration of compassion science with community psychology research and practice has the potential to offer an evidence- and value-based foundation to support individuals and communities experiencing ecological grief, and to encourage empowerment to address ecological injustices and foster sustainable futures.

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Using the "Third Eye" to Promote Community Wellbeing: A Photovoice Study.

Mosavel, M. (Virginia Commonwealth University, United States), Henderson, A., Ferrell, D., & LaRose, J.

African Americans face the brunt of the obesity epidemic in the United States largely due to the multi-level barriers such as structural racism, poverty, and living in under resourced communities that impede their ability to attain a sustainable healthy lifestyle. Despite these barriers, there are many existing and potential assets in their communities that are too often overlooked in traditional research due to its tendency to use a deficit approach. Methods developed in the global south that focuses on empowerment and participatory action inform the design of this research. Using a participatory framework, African American residents identified and captured images of things, people, and places in their communities that highlighted existing assets and barriers to wellbeing within their environment. Nine community residents received training in the photovoice method and were provided with cameras. Additionally, residents participated in focus groups where they presented and assigned meaning and context to their images. The main findings are that community residents were activated by the captured images indicating how their daily encounters within their built environment severely limit their ability to be physically active and obtain healthy, inexpensive food. Residents provided many innovative suggestions for how potential assets could be repurposed. Findings were presented by the residents at a community event with key stakeholders in hopes of laying the groundwork to identify actionable steps to create culturally relevant and sustainable solutions to promote healthy living. Critical reflection on their built environment through the lens of a camera provided an effective means for mobilisation to promote community well-being.

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Pathways and Prevalence: Poverty among LGBTQ People in the U.S.

Wilson, B. (University of California, Los Angeles, United States), Choi, S., & Badgett, L.

Economic disparities among sexual and gender minorities (particularly among lesbian, gay, bisexual and transgender or queer (LGBTQ) people in the U.S. are well known, but not well understood. The Pathways to Justice Project was a 2-year study designed to inform sustainable policy advocacy goals and identify collective, as well as unique, social service needs among LGBTQ subgroups. The project had two main components: a) the Quantitative Component -an analysis of national health data to examine LGBTQ poverty rates at the intersection of race, gender and region; and b) the Qualitative Component – a mixed method exploration of the pathways in and out of poverty and barriers to escaping poverty within rural and urban locations in one area of the United States. Analyses of the national health survey data indicated that LGBTQ people are more likely to be poor than cisgender straight people, and the poverty rates of bisexual cisgender women and transgender people drive this overall disparity. Analyses of the qualitative data demonstrated the complexity of factors leading to the disparities in rates. Themes identified in the qualitative study component included the significance of childhood poverty, managing discrimination against transgender workers, and the impact of interactions with systems of care. This oral presentation will explain the dilemmas facing efforts of LGBTQ solidarity with other identity-based activism that led to the development of this project, provide an overview of the methods and main findings, and pose questions about the results' implications for how we might (re)think the use of intersectionality frameworks when discussing poverty.

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Climate Change, Artificial Intelligence, Challenging Opportunities for Community Psychology Activists and Practitioners.

Francescato, D. (Associazione per lo Sviluppo Psicologico dell'Individuo e della Comunità, Italy).

Aim: This paper explores which community psychology (CP - critical, liberation, ecofeminist, or mainstream) offers the best theoretical hypothesis on how to confront global problems, such as climate change, which will create millions of environmental migrants, or the growth of artificial intelligence, which threatens millions of jobs and through social media favours political polarization. *Method:* Critical analysis of a) liberation and critical community psychologists' theories, which underline huge socioeconomic inequalities due to growth of libertarian capitalism; b) Ecofeminist theories, which underline the tie between the subordination of women in society, domestic violence, the abuse of natural resources and the increase of local wars and ethnic conflicts; and c) mainstream CP theories that have inspired the CP practitioner model in SCRA (North America) and in ECPA (Europe). *Conclusions*: Community psychologists need to act more as Political Activists supporting organizations such as FFF (Friday For the Future) that fight climate change, and promoting policies that undermine financial libertarian capitalism and political polarization. Community practitioners can work on solving global problems in local settings, using the multidimensional tools traditional CP has developed. For instance, we can use action research, consultation, community profiling and photovoice to diminish ethnic conflict, increase intergroup trust and integrate immigrants; participatory multidimensional organizational analysis (PMOA) and empowerment labs, to retrain workers who lose their jobs to A.I, and build inclusive communities on social media, which will diminish irrational confrontational identity politics.

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Finding Job Lost: Youth Unemployment Experiences and Community Life - A Qualitative Study.

Barbieri, I. (University of Bologna, Italy), & Fraccaroli, F.

Historically, research has studied the negative relationship between unemployment and physical and psychological well-being (McKee-Ryan et al., 2005). However, the last economic-financial crisis (in EU-28: unemployment rate = 6.3%; youth unemployment rate = 14.3%; NEET [people from 15 to 34 years old "Neither in Employment nor in Education or Training"] = 16.5%) and the characteristics of the actual western societies (globalization, new technologies, migration processes) lead us to consider new concepts of work and unemployment: it is no longer possible today to talk about a single psychological experience of unemployment. These changes impact on unemployed people's identity and their way to live community life in terms of social and psychological well-being. This study is part of a wider research project whose aim is to analyze the unemployment situation in Rovereto (a small city in Northern Italy). The first quantitative study allowed identifying and clustering different types of unemployed people. Starting from that, the aim of the study was to explore different experiences of unemployment among young unemployed people in order to understand how it is related to daily community life. Semi-structured interviews were conducted among 30 young people (18-35 years old; 15 males and 15 females; 8 of them were NEET). Interviews were mainly focused on participants' unemployment experiences, job-search processes, community meanings and social relations. Thematic analysis (Braun & Clarke, 2006) allowed us to identify main topics and relationships between them. We expect that there are many ways to live unemployment and there are different meanings and values attributed to work. Moreover, this affects the way people live their local context in terms of social relations, sense of belonging and well-being. Participants' point of view allows us to think about bottom-up interventions not only focused on re-employment, but also on community life in order to promote social inclusion through an ecological perspective.

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Raced and Risky Subjects: Risk as a Neoliberal Mechanism for Structural Exclusion.

Agung-igusti, R. (Victoria University, Australia).

Racialised communities are often viewed through a lens of risk across a variety of domains. Policing and judiciary institutions employ notions of risk through practices of profiling and sentencing. The neighbourhoods where racialised communities reside are often designated high risk by those who live outside them. These communities also made "at risk", those who are not just a risk to others, but a risk to themselves; and certainly within institutional research ethics processes, risk is applied to denote a distinct vulnerability. Risk is central to the way contemporary organisations and institutions operate, and their partnerships and collaborations with racialised communities are also negotiated through a neo-liberal understanding of risk. The tools and frames of neo-liberalism are often implemented to sustain and explain away systemic inequities, for example, obscuring contemporary forms of racism. Risk discourses, and practices of risk management, are particularly effective in substantiating barriers to partnerships, collaborations, as well as efforts for self-determination as a strategy towards structural inclusion. Neoliberal risk discourses and practices propagate inequitable relationships, grounded in extractive approaches. This ultimately can continue to enact particular forms of violences on racialised communities, whilst claiming symbolic and material benefits for risk averse organisations and institutions. This creates a dynamic of shared successes, whilst engaging in distancing from failures, which then become evidence of the supposed inherent risk and deficit of these communities. This presentation aims to examine how risk is actively deployed within the context of work with racialised communities, to not only construct a "raced and risky subject", but also perpetuate forms of misrecognition that aid in the maintenance of structural exclusion.

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Entre lo Social y lo Natural: Implicaciones desde la Psicología Social Comunitaria.

Miranda, D. (University of Puerto Rico, Puerto Rico), & Nina, R.

Durante el mes de septiembre del 2017, las Antillas del Caribe fueron objeto de dos eventos catastróficos. Se trata de los ciclones Irma y María, los cuales tuvieron un impacto sin igual en la economía, salud, ambiente, estructural y político. Los mismo se dieron en una secuencia de menos de un mes. En el caso de Puerto Rico, estos eventos exacerbaron los efectos de la crisis fiscal y la situación colonial. Además de ello, estos eventos tuvieron un impacto desbastador en su infraestructura: el sistema de acueductos, energía, comunicación, transportación y en las viviendas. El impacto en la salud, economía y la vida cotidiana, intensifico las brechas de las tensiones políticas del estado con la sociedad. Asi como provoco tensiones entre las clases sociales, aquellos que contaban con recursos pudieron sobrellevar mejor la situacion. En esta presentación se propone una reflexión crítica sobre las intervenciones de los psicólogos y las psicólogas en la gestión de atender el trauma y recuperación de las victimas ante el desastre natural. Se abordarán temas como la fatiga compasiva de primera respuesta y la economía de los desastres. Con ello queremos llamar la atención a casi de dos años de los desastres que el llamado trauma se ha convertido en un desorden postraumático entre otros. Pasando del trauma al desorden. La condición psicológica se aborda centrado en la persona, pasando por alto el bienestar social. Esto se exacerba con la incapacidad del gobierno local para asumir su rol, siendo un problema de gobernabilidad a nivel local y federal. Pasando por alto la gestión comunitaria, no queda claro el trabajo colectivo (vecinal, familiar, comunidad, etc.) como agente que contribuye a la resiliencia.

During the month of September, 2017, the Caribbbean Antilles were object of catastrophic events. This refers to the Irma and María cyclones, which had structural and political impacts without rival in the economy, health, and ecology. These happened within a sequence of less than a month. In the case of Puerto Rico, these events exacerbated the effects of a fiscal crisis and the colonial situation. Further, these events had a devastating impact in the infrastructure: the system of aqueducts, energy, comunication, transportation, and housing. The impact on health, the economy, and daily life intensified the gaps in the political tensions between state and society. It also provoked tensions between social classes; those who had access to resources could endure a better situation. In this presentation, a critical reflection is proposed about the interventions conducted by psychologists in the treatment of trauma and victim recovery in natural disasters. Themes that will be addressed are such as the compassionate fatigue of first responders and the economy of disasters. With this we would like to call attention, at almost two years after the disasters, to the so called trauma that has been converted into a posttraumatic disorder among others, passing from trauma into disorder. The psychological condition is addressed centering the person, ignoring social well being.This gets worse with the incapacity of the local government to take its role, given this is a governability problem at the local and federal level. Ignoring community self-management causes the lack of clarity of collective work (neigborhood, family, community, etc.) as an agent contributing to resilience.

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Strong Minds, Strong Lives: Co-designing a Community-Centred Mental Health Strategy in Malawi.

Reid, C. (Victoria University, Australia).

Mental health and wellbeing in children and young people in Malawi is an emerging priority. Recently researchers and practitioners in Malawi and Scotland joined together with local community members, experts by experience, policy makers and service providers to better understand need. In bringing together these diverse voices, a critical preliminary step was understanding how mental health is conceptualised so as to contextually inform the development of a place-based, strengths-based public mental health policy. A descriptive qualitative study was undertaken involving 133 participants, incorporating a workshop-based design phase, followed by focus group discussions and in-depth interviews with members of communities. We found that in the local Chichewa vernacular, wellness of the mind is referred to as "*maganizo angwiro*", which translates to "*perfect thoughts*". In contrast, mental illness was described as encompassing a variety of types of behavioural, physical and psychological symptoms which were attributed to a range of causes from medical conditions to drug use to witchcraft. Pathways to healing were similarly diverse, with traditional healers being the first port of call, and professional services and hospital being the last resort. This novel interdisciplinary, cross-sector, cross-cultural and community-centred approach is informing the development of a unique place-based model for service.

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Working with People Experiencing Homelessness: The SE-PRO Questionnaire.

Gaboardi, M. (University of Padova, Italy), & Santinello, M.

In Europe there is a widespread transition of homeless services from the Traditional Staircase model (TS) to the Housing First model (HF) that is changing the way service providers work with people experiencing homelessness. Nevertheless, few studies are focused on social providers' perspective and factors affecting their work, and there are no specific instruments to analyze the working context of the service providers working with marginalized people. The aim of the current research was to develop a questionnaire aimed at identifying different profiles of organizations working with people experiencing homelessness. The SErvicePROviders questionnaire (SE-PRO Q) includes several areas that are critical to their functioning, for example, system of values, workload, leadership, support among colleagues. A first set of items was developed through a content analysis of photovoice projects conducted with service providers in eight European countries. After several discussions, an agreement was made on the selection of 100 items out of 564, following different criteria (e.g., overlapping of content, balance between categories). The 100-item version of the SE-PRO was administered in eight countries. Preliminary analyses showed a good internal consistency for most of the subscales included in the questionnaire. A confirmatory factor analysis partially confirmed the hypothesized structure of the questionnaire. A theoretical model linking the organizational profile of the organizations to providers' well-being (in terms of burnout and work engagement) was also evaluated. The potential benefits of profiling homeless services in order to identify their strengths and weaknesses and promote their efficacy will be discussed.

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Enfoques de Política Social desde la Perspectiva de Participantes de Program Associales.

Rosati, A. (Pontificia Universidad Católica De Chile, Chile).

Durante las últimas décadas, en América Latina se ha analizado el desarrollo de "generaciones" de políticas sociales que se asemejan y diferencian en sus enfoques respecto a los grados de focalización, los modelos teórico-normativos y otros elementos (CEPAL, 2006). Estos enfoques suelen ser discutidos entre los actores políticos y técnicos vinculados a la política social, sin ser claro cómo los participantes y comunidades beneficiarias de los programas los comprenden y visualizan en su implementación. A partir de una revisión de la literatura, se proponen cinco dimensiones asociadas a los enfoques de la política social con dos opciones polares para orientar su análisis. Primero, el rol del estado en materia social (subsidiario o garante de derechos). Segundo, el alcance poblacional de la política social (focalizado a nivel individual-familiar, o a nivel territorial o de forma universal). Tercero, la perspectiva teórico-normativa en la construcción del problema y del sujeto de intervención (cobertura de necesidades o cumplimiento de derechos). Cuarto, el rol asignado a las personas participantes (asistencial-pasivo o participativo-activo). Quinto, la estrategia o nivel de intervención (individual-familiar, o grupal-comunitario). Siguiendo las orientaciones teóricas del *policy frame analysis* (Rein & Schön, 1996), se busca entonces identificar los enfoques de la política social que guían la implementación de un programa gubernamental de habilitación social-comunitaria desde la perspectiva de sus participantes y de personas de la comunidad líderes de la iniciativa. Además, se busca conocer cómo tales personas comprenden estos enfoques, y qué aspectos de la intervención social les asocian. Desde un enfoque cualitativo, se realizarán grupos focales y entrevistas semi-estructuradas, y para el análisis de datos se seguirán las directrices del análisis de discurso (Sayago, 2014). Preliminarmente, se busca discutir sobre la importancia de incorporar la voz de los participantes de programas sociales comunitarios en la construcción discursiva y práctica de la política social.

Social Policy Approaches from the Perspective of Social Programme Participants.

In recent decades, Latin America has seen the development of "generations" of social policies that are similar and different in their approaches to degrees of targeting, theoretical and policy models and other elements (ECLAC, 2006). These approaches are often discussed among political and technical actors linked to social policy, without it being clear how the participants and beneficiary communities of the programmes understand and visualize them in their implementation. Based on a review of the literature, five dimensions associated with social policy approaches are proposed, with two polar options to guide their analysis: first, the role of the state in social matters (subsidiary or guarantor of rights); second, the population scope of social policy (focused at the individual-family level, or at the territorial or universal level); third, the theoretical and normative perspective in the construction of the problem and the subject of intervention (coverage of needs or fulfilment of rights); fourth, the role assigned to the participants (assistance-passive or participative-active); fifth, the strategy or level of intervention (individual-family, or group-community). Following the theoretical orientations of the policy framework analysis (Rein & Schön, 1996), the aim is to identify the social policy approaches that guide the implementation of a government program of social-community empowerment from the perspective of its participants and

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community leaders of the initiative. Furthermore, it seeks to know how these people understand these approaches, and what aspects of social intervention they associate with them. From a qualitative approach, focus groups and semi-structured interviews will be conducted, and the data analysis will follow the guidelines of discourse analysis (Sayago, 2014). Preliminarily, we seek to discuss the importance of incorporating the voice of participants in community social programs in the discursive and practical construction of social policy.

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Fostering Community Alliances to Address Obesity: Community Researchers and the WE Project.

Mosavel, M. (Virginia Commonwealth University, United States), Henderson, A., Ferrell, D., & La Rose, J.

A flaw of traditional community-based research is that it creates a seemingly insurmountable power imbalance between academic researchers and the marginalised communities they work with. The inclusion of community residents engaged in the role of co-researcher provides a logical and local solution with the potential to foster more collaborative and equitable alliances between academic researchers and communities. Given their local expertise, positionality, and proximity to their own neighbourhoods, community researchers provide a distinct perspective and experience that is invaluable to the research design and implementation. The goal of this study was to build capacity amongst local residents and as part of the research team they conducted an extensive needs assessment addressing obesity. Community researchers were hired as Wellness Ambassadors and were engaged in various aspects of the research including design, recruitment, data collection, and dissemination. Data sources include Wellness Ambassador applications, meeting minutes, and bi-monthly reports. Findings indicate the emotional and physical proximity and commitment Ambassadors have to improving health factors and outcomes in their community. Results indicate their commitment to scientific rigour within a real-world setting. This active collaboration between academic and community researchers demonstrates a sustainable approach to working together to address ongoing power imbalances through critical reflexivity about research implementation in a real-world context.

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On Top of the World or Exhausted: Student Well-Being in University-Community Engagements.

Fluks, L. (Human Sciences Research Council, South Africa), & Naidoo, A.

In South Africa, the post-apartheid government emphasises the importance of universities' community engagement (CE) activities in its societal transformation initiatives, and thus as integral to teaching, learning and research. Through service-learning and volunteer projects (i.e. curricular and co-curricular activities), students are a pivotal link in fostering and maintaining alliances with the community. Thus, as key participants in CE, at this intersection, students represent the university while also affecting and benefitting from the social-educational process. Whereas CE can have many positive outcomes at the personal level for students, e.g. feeling elated, motivated and a sense of personal growth, on the other end of the spectrum they could leave feeling fatigued, overwhelmed and deterred from such engagements in future. A recent doctoral study at a South African university focused on students' psychosocial experiences related to CE on the individual and interpersonal levels and within the university, community and societal contexts. The study followed a generic inductive qualitative model, akin to grounded theory; consisted of focus groups with students and interviews with university staff and community project representatives; and elicited rich themes, grounded in the data. This study demonstrates that the engagement context presents students with various challenges as they occupy this space between the university and collaborating communities. It therefore emphasises a stronger focus on well-being and structured psychosocial support, including creating spaces where students can critically reflect on their experiences and positionality, and not just on achieving learning outcomes as is often the predominant practice. This presentation will be informative for university staff members involved in teaching and supervising students in service-learning or volunteer programmes, current service-learning students, student project leaders and volunteers, as well as community organisation staff as hosts of engagement projects. It draws attention to the ethics of care in CE, often overlooked in existing processes.

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"What Are *You* Doing Here?": Undercover Community Psychologist - Mental Health Consumer Movement.

Wallace, C. (Centre For Mental Health Learning, Australia).

From 1990 I had a lived experience of mental ill health and recovery, the story of which was in parts written but not told. When I became dramatically unwell in 2008 and spent three weeks in a public mental health unit, my family said they could not keep the secret any longer. I was then exposed to autoethnography as a way of knowing and shedding light on broader societal structures and processes. In this presentation I will use autoethnography to trace the narrative of my involvement in the mental health consumer movement, and particularly in the "lived experience" workforce from 2011 to present day, where "lived experience" is defined as "the knowledge and understanding you get when you have lived through something" (South Australia Health), and in which a key delineation is between consumer and carer lived experience workers. The story moves from years of hiding my "mental illness" to years of hiding or underplaying that I was a psychologist. I found myself in a space in which the heterogeneity of lived experience could make me less part of the club: Had I experienced psychosis? Had I been hospitalised in the public system? Was my experience "lived" or "living"? Along the way, I heard about lived experience workers being retraumatised by their work and being bullied in the workplace. I got physically sick every time I provided an in-person advocacy service to someone detained in the high dependency unit of a public mental hospital. I noticed that systems were not in place and wondered if it would be seen as "clinical" to ask or advocate for such. In 2019 I changed my LinkedIn profile to show I am a community psychologist and have lived experience. The worlds had come together (publicly) and there was much more to be done.

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Nobody Rewrite My Histories: Women of Colour, Art and Social Change.

Kasat, P. (Curtin University, Australia).

Against the backdrop of a highly unequal and volatile world, hundreds of artists, activists and communities create art as a way of making sense of their realities, challenging the status quo and imagining new ways of being. Art for Social Change (ASC) is a community-based creative practice associated with social justice and the empowerment of communities. Inspired by thinkers from the Global South, these emancipatory practices have become broadly accepted, seen as both contributing to community participation and as a way of engaging with minoritised communities. This paper focuses on the processes of ASC in the context of a colonial settler society and women of colour. From a feminist perspective from the Global South and using a case study of women of colour, this paper examines how ASC unfolds at the intersection of complex racial relations, where art-making and story-telling shape unique possibilities for personal and community connection. The paper argues that whilst the ongoing dominant power relations embedded in Australian coloniality continue to be extremely challenging, the processes of ASC encourage women of colour to find their own voices when anchored in their culture, identity, and sense of place. The paper further demonstrates that ASC can be empowering and decolonizing especially for women, as it encourages them to use their own arsenal of gendered resilience to foster resistance to domination, as well as critical hope, through the reinvention of personal power and alternative narratives.

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Linking Leading Community Experiences to Social Psychology Academic Training.

Almeida Acosta, E. (Universidad Iberoamericana Puebla, México).

It is a privilege for a community psychologist to have been involved through a prolonged academic trajectory (50 years) to both the training of psychologists and three leading solidarity Mexican experiences: the rural training of teachers, a community experience of 15 years living with an Indigenous population, and participating in actions of the Zapatista Rebellion. It allowed me to be aware of the actual limitations of the professional academic approaches trying to solve real world problems, even with multidisciplinary research and intervention programs, and it made me as well interested in enriching the fruitful insights about commitment and dedication of the tenacious and courageous people participating in social endeavours of hope weaving. The purpose of this open oral presentation is to communicate the learnings I have gathered along my years as scholar and as activist. I have been a teacher and a professor. I was working during my early professional activities as a school teacher. I was prepared for these tasks in teacher training institutions. I completed my pedagogical studies learning psychology at *Universidad Nacional Autónoma de México* and Social Psychology and Personality at Cornell University in Ithaca, N.Y. Life and work made me go from social psychology to community psychology and to interdisciplinary activities in community settings. Destiny and life options oriented my commitments to go beyond the boundaries of the academy and to the need to face the realities of México, my country, a key region of the world, enduring the most difficult situations of the troubled world: the political, economic, social and cultural injustices of the times and places where mankind faces its future. I have been working at the boundaries between the academic world and solidarity experiences trying to weave hope and linking wisdom, humility and trust.

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Vínculo entre Agentes de Intervención y Participantes en Programas Psicosociales y Sociocomunitarios.

Daher, M. (Pontificia Universidad Católica De Chile, Chile), & Rosati, A.

En Chile persiste un 20,9% de la población en situación de pobreza multidimensional (MIDESO, 2016). En este contexto, el programa Familias, iniciativa gubernamental dirigida a familias en extrema pobreza, ha sido reconocido como un programa social emblemático, contando con amplia cobertura e inversión de recursos. En sintonía con un enfoque relacional de la pobreza (Simmel, 2011), la estrategia de intervención ha contemplado un importante componente psicosocial (siendo pionero en América Latina), y recientemente ha incorporado un enfoque comunitario y territorial (MIDESO, 2017). En el programa, lo psicosocial se encuentra relacionado con la labor de acompañamiento de los agentes de intervención, siendo el vínculo establecido con los/as usuarios/as un elemento clave para asegurar la calidad de la misma. Siendo el vínculo además un aspecto fundamental en la psicología, así como para la subdisciplina social comunitaria, se busca analizar los procesos asociados a la implementación de programas con componente psicosocial relativos a los vínculos entre agentes de intervención y usuarios/as a partir de un estudio de caso del Programa Familias. Desde un enfoque cualitativo, se realizarán entrevistas semi-estructuradas a 20 duplas de agentes de intervención y usuarios/as. Para el análisis de datos se seguirán los procedimientos de la Teoría Fundamentada (Strauss & Corbin, 2002). Como resultados, se espera identificar dimensiones referidas a la modalidad de intervención asociadas al vínculo, características de los/as agentes de intervención que influyen en el vínculo con sus usuarios/as, así como de los/as usuarios/as que influyen en el vínculo con sus agentes de intervención, y características referidas a la relación establecida entre ambos actores. Además, se analizará la conexión entre el vínculo de agentes de intervención y usuarios/as con la calidad de la intervención. Se buscará discutir sobre la relevancia de los aspectos relacionales en los programas social-comunitarios y sobre el concepto de vínculo en la política social.

Link between Intervention Agents and Participants in Psychosocial and Sociocommunity Programmes.

In Chile, 20.9% of the population is still living in multidimensional poverty (MIDESO, 2016). In this context, the Families programme, a government initiative aimed at families in extreme poverty, has been recognized as an emblematic social programme, with broad coverage and investment of resources. In line with a relational approach to poverty (Simmel, 2011), the intervention strategy has included a significant psychosocial component (being a pioneer in Latin America), and has recently incorporated a community and territorial approach (MIDESO, 2017). In the programme, the psychosocial aspect is related to the work of accompanying the intervention agents, with the link established with the users being a key element in ensuring the quality of the intervention. Being the link is also a fundamental aspect in psychology, as well as for the community social sub-discipline; it seeks to analyze the processes associated with the implementation of programs with psychosocial component related to the links between intervention agents and users from a case study of the Families Program. From a qualitative approach, semi-structured interviews will be conducted with 20 duplicates of intervention agents and users. For the analysis of data, the procedures of the Grounded Theory will be followed (Strauss & Corbin, 2002). As a result, it is expected

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to identify dimensions referring to the modality of intervention associated to the link, characteristics of the intervention agents that influence the link with their users, as well as of the users that influence the link with their intervention agents, and characteristics referring to the relationship established between both actors. In addition, the connection between the link between the agents of intervention and the users with the quality of the intervention will be analysed. The relevance of relational aspects in social-community programmes and the concept of linkage in social policy will be discussed.

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Personal-professional Reflections toward a Liberatory Praxis of Research Supervision.

Kruger, D. (University of South Africa, South Africa).

Widespread managerialist-positivist learning stances in psychology and social science contribute to non-responsive and toxic research curricula. This has been described or theorised by scholars as: the banking model, instrumentalism, silencing, the mind-body split, soul-lessness, methodolatry, the iron cage of methodology, and (recurrent) epistemicide and ontocide. Toxic hidden curricula can be linked to collective intergenerational traumas and histories of oppression, colonisation and conquest. My personal-professional journey of discovery and reclamation during apartheid and democratic South Africa forms the context of this reflexive sharing. I unpack my experiential learnings, unlearnings and emergent understandings as research supervisor of post-graduate students. Critical events are used to illustrate core onto-epistemic shifts, and how these inform my supervision dialogues and decisions. A research supervision heuristic is presented that unpacks the following: signals of when a deeper (onto-poetic) research journey is indicated, and when not; implicit provisional first contracting; finding fit, acclimatisation and co-creating an emergent enquiry process; explicit contracting, trust and negotiating differences, similarities, and pseudo-similarities; incommensurabilities, boundaries and bridges, and discovering common language and connection; path-making as the co-discovery of research-worthy topics, storylines and methods; unlearning of tautological pre-determination and foreclosure in mainstream research; somatic forms of feedback and "whole body listening"; onto-poetic and onto-relational notions of discovery, research and learning; edge-walking between the conscious and personal-collective unconscious assumptions, knowledges and histories (when and where appropriate); the recursive and reflective nature of that which is inquired about, selected theories and the inquirers; the conditions for generative research interactions, listening and harvesting; the phases of letting come, crystallisation, closure and letting go; differences between clinical psychology students and applied research masters students; and the ongoing development and maintenance of a non-intrusive, inviting and supportive research supervision environment. This work is located in the context of healing personal histories; finding multicultural belonging; and respecting diversities, agencies and uniqueness.

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Family and Domestic Violence in Remote Emergency Departments.

Moore S. (Charles Sturt University, Australia), & Fox, R.

Australian data taken from police reports, hospitalisation rates and personal surveys has indicated that the severity and frequency of family and domestic violence (FDV) tends to increase with remoteness; however little is known about FDV occurring within remote communities. Remote areas often lack speciality resources, and emergency departments (EDs) within these areas can be the first point of contact or the only place for people to go to for safety and medical care related to FDV. Prior research investigating ED staff subjectivities indicates evidence of frustration and assumptions which may contribute to problematic responses in respect to FDV. It is unclear whether this is occurring in Australian remote EDs specifically or what might be influencing staff responses, including whether FDV policy, medical and wider societal discourses or the institutional environment might limit or shape ED staff understanding of this topic. This study therefore aims to explore how and why remote ED staff understand and respond to FDV in certain ways, by taking an institutional and contextual perspective of this phenomenon in a small number of Australian remote EDs. This will involve a critical psychology approach using a post-structural epistemology consistent with Foucauldian discourse and Queer Theory. The study is at the data collection stage which will involve case study observations, policy documents, and staff focus groups and interviews. Data will be analysed using Foucauldian Discourse Analysis. Analysis will occur within and between data sets and across hospital sites in an attempt to achieve explanatory depth which could inform clinical practice in regards to how and why rural ED staff understand and respond to FDV in certain ways.

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Identity and Space in Higher Education: An Ethnography of a 'Transforming' University.

Cornell, J. (University of South Africa, South Africa).

Higher education (HE) globally is characterised by persistent inequality, which is particularly inherent in South Africa. As a result of the enduring legacy of colonialism and apartheid, as well as processes of neoliberalism and globalisation, students from certain categories of identity are marginalised, whereas others are privileged. An important element of these dynamics of power is space. Intersections of identity such as race, class and gender are axes of power in differential experiences of space. The legacy of apartheid is keenly felt in the architecture, built environment, monuments, artwork and artefacts, and other design choices within HE institutions (Vincent, 2015). The material environment has consequences for the intellectual life of the university as well as for the students and staff whose everyday realities take place within this architecture (Mbembe, 2016). Despite this, space is often neglected in HE research in South Africa. This study examines the dynamics of space and identity at the University of Cape Town (UCT) through an institutional ethnography in the context of an ongoing and incomplete transformation process. Specifically, it uses photovoice methodology, roving interviews, archival research, campus observations and stakeholder interviews to explore space and identity as constructed by students and staff members. It also seeks to explore how students' identities are influenced by space; and how students resist, disrupt or reproduce dominant constructions of campus space. The findings suggest that space is deeply implicated in the construction of student identities, and in particular whether these identities are marginalised or privileged within the institution. Furthermore, it elucidates how the university sends messages in its organisation and construction of campus space about who are considered legitimate students and how varying intersectional identities should be performed within campus spaces.

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Beyond Stigma and Compassion: Trans Women Sex Workers' Resistance and Community Building.

Zoli, A. (University of Brighton, United Kingdom).

Trans women sex workers in Lido Tre Archi, Italy, live with multiple marginalised social identities as "trans", "women", "sex workers", and in some cases "migrants". As they struggle to access basic local services, they constitute the main voice of the research project we ran and present. This presentation will explain how in two years of coalition building we accessed trans women sex workers as research participants and community agents of social change. The preliminary work also entailed reframing narratives based on mere stigmatisation or compassion for sex workers in general, and trans women sex workers in particular. We will explain how the social, policy, and physical contexts intersect to create a spiral of isolation, as well as how trans women sex workers express their resistance to the ongoing oppression of their selves and their bodies. We will conclude showing what social change they ask for, and how we are working as community psychologists to see this happen.

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Co-gestión entre Actors Gubernamentales y Comunitarios des Afíos para la Psicología Comunitaria.

Soto, G. (Universidad De La República, Uruguay), & Rodríguez, A.

La presentación se enmarca en el proceso de Investigación, Extensión y Enseñanza llevado adelante por un equipointer disciplinario de la Universidad de la Repùblica, en un barrio popular de Montevideo. Se presentan algunas discusiones en el marco de la construcción de un complejo cultural con financiamiento estatal, a inaugurar a principios del 2020. El diseño, planificación, construcción y future implementación del mismo se desarrolla en forma co-gestionada entre vecinos/as del barrio y el gobierno local. El equipo universitario participa activamente en el proceso de discusión y toma de decisions entorno al future complejo cultural, con el objetivo de contribuir al desarrollo de procesos participativos, a la articulación de la intervenciòn estatal con el proceso histórico e identitario del barrio, y a la integración de necesidades y expectativas de vecinos/as que habitan distintos espacios barriales. Son abundantes los antecedents relativos a la participaciòn en polìticas pùblicas desde la perspectiva de la Psicología Comunitaria, y a sea que se trabajeen el fortalecimiento de las comunidades o en vìnculo de los profesionales que desde las polìticas establecen con estas (Wiesenfeld, 2015, 2018). Sin embargo son escasos los aportesen lo referente a la co-gestión entre actors barriales y gubernamentales. Se expone un anàlisis de este campo de problemas, entendido como e scenario complejo y heterogéneo, conformado por una diversidad de actores, relaciones de poder, alianzas y disputas entre los mismos. Se analiza el papel del equipo universitario, el que, lejos de colocarse en un lugar de exterioridad, se concibe formando parte del campo de problemas y estableciendo interlocuciones con todos los actors involucrados en el proceso. Se concluye que estetipo de experiencias interpelan el rol de los/as psicólogos/as comunitarios/as, reafirmando la idea de involucramiento (Martínez, 2014) en los procesos participativos, más que de intervención o facilitación.

Co-management between Government and Community Actors of Years for Community Psychology.

The presentation is part of the Research, Extension and Teaching process carried out by an interdisciplinary team of the University of the Republic, in a popular neighbourhood of Montevideo. Some discussions are presented in the framework of the construction of a cultural complex with state financing, to be inaugurated in early 2020. The design, planning, construction and future implementation of the same is developed in a co-managed way between neighbourhood residents and local government. The university team actively participates in the process of discussion and decision-making around the future cultural complex, with the objective of contributing to the development of participatory processes, to the articulation of state intervention with the historical and identity process of the neighbourhood, and to the integration of needs and expectations of neighbours living in different neighbourhood spaces. The antecedents related to the participation in public policies from the perspective of Community Psychology are abundant, whether it is working to strengthen the communities or link the professionals who establish with them from the policies (Wiesenfeld, 2015; 2018). However, the contributions regarding the co-management between neighbourhood and government actors are scarce. An analysis of this field of problems is presented,

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understood as a complex and heterogeneous scenario, consisting of a diversity of actors, power relations, alliances and disputes between them. The role of the university team is analysed, which, far from being placed in a place of exteriority, is conceived as part of the problem field and establishing interlocutions with all the actors involved in the process. It is concluded that these types of experiences challenge the role of community psychologists, reaffirming the idea of involvement (Martínez, 2014) in participatory processes, rather than intervention or facilitation.

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Promoting Empowerment at School Using YPAR Approach: What Works?

Guarino, A. (University of Bologna, Italy), Albanesi, C., & Cicognani, E.

Citizenship education in schools is crucial to the processes of civic regeneration (Davies, 2014) which offer means for connecting young people to the political system, and thereby strengthening democracy (Kisby&Sloam, 2014). A growing body of research (Christens & Peterson, 2012) gives useful suggestions on the approaches and methods to implement citizenship education interventions, in order to foster youth empowerment and civic competences, such as participatory action research (PAR). Ozer, Ritterman and Wanis (2010) however, warned on the challenges related to implement PAR in schools, in particular (hierarchical) relationship between teachers and students and competitive (vs. collaborative) learning environment. The current paper illustrates a citizenship education project, that adopted a youth-led participatory action research approach (YPAR) in a high school in Italy. The aim of the paper was to evaluate to what extent the project contributed to support collaborative process, critical reflection and offering meaningful role experience. To this aim we used a mixed method approach: we collected qualitative and quantitative data with the 48 students involved in the intervention, using three waves of focus group and a longitudinal quasi-experimental design with four waves of measurement before, during and after the YPAR. Teachers involved in the intervention were also interviewed. The questionnaire measured School Climate, using a set of items from ICCS (2016) and of the Quality of Participation Experiences scale, in particular four items measuring quality in terms of critical reflection opportunities (Ferreira, Azevedo, & Menezes, 2012). Using a quasi-experimental design, we found a significant increase in school climate and perceived quality of participation across time compared to the control group. Qualitative accounts clarified that constructing a different learning environment, establishing a different relationship between young people and adults, and offering them real opportunities to have a voice are the key processes that can explain why YPAR is effective. Implications regarding the implementation of PAR in the educational systems will be discussed.

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Mapping a Counter-Topography through Popular Theatre: Sistren Theatre Collective's Feminist Activism.

Smith, K. (Victoria University, Australia).

This paper draws on Cindi Katz's concept of mapping topographies and counter-topographies to analyse Sistren Theatre Collective's transnational feminist activism. It analyses the creative process behind, and the performance of, two of the group's plays: *Domestick* (1982) and *A Tribute to Gloria Who Overcame Death* (1983). I will argue that each of the plays addresses the impact of colonialism, global capitalism and neoliberalism on the lives of working- and under-class Jamaicans to confront middle-class Jamaicans with the reality of poverty from the perspective of those who live in it. By performing the plays throughout Jamaica, the Caribbean and internationally, Sistren trace the contour lines, to use Katz's concept, between Jamaica and other places where similar oppressions were/are occurring.

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Kanaeokana: Developing a Network to Transform Education and Sustain Aloha ʻĀina.

Houglum, L. (Kamehameha Schools Hawaii, United States).

How might a network approach be utilised to address issues seemingly impossible for individuals to tackle alone? Established to increase momentum and synergy between multiple organisations through mutual work and shared goals, a network was forged three years ago that today demonstrates progress toward supportive infrastructure, cohesion and collective strength, member engagement, and reach beyond its primary indigenous-serving base. Kanaeokana is a network of over 70 Hawaiian language, culture, and ʻāina-based (place-based) organisations and schools (preschool through university level) collaborating to develop and sustain a Hawaiian education system. The network's underlying value of aloha ʻāina, or love of the land, is understood to involve a deeply rooted connection and commitment to the physical and spiritual health of our lands, seas, and skies; an unwavering dedication to the well-being of our lāhui (people, race), and a devotion to protect and support our cultural practices that take place within the embrace of our ʻāina (land). The development, progress, and future direction of Kanaeokana demonstrate the successes and challenges inherent in the Conference theme: Working the Boundaries. In this presentation, critical reflection into the health of the network will be explored, including factors that may promote or inhibit network sustainability.

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From Isolation towards a Feeling of Being-in-Relation-to the World: Homelessness Community-Based Experience.

Di Iorio, J. (Universidad de Buenos Aires, Argentina), Sosa, M., Scotto Dabusco, D., & Rodriguez Lizama, V.

The decline in social, economic, cultural and political rights in Latin America, expressed in regressive and punitive public policies, translates into a commitment to living conditions and economic increases in poverty. Homelessness turns into one way in which poverty is institutionalized in urban centers. It constitutes a social relationship, where the ephemeral becomes constant, that figures stigmatized identities. The public space is where homeless people´s everyday life occurs. Among social parks, streets, markets, subway stations, institutions and other spaces, it´s possible to distinguish legitimate and non-legitimate uses of public space (Di Masso, 2012). In contrast of an unequal social distribution of public space according to class, gender, ethnicity, age, there emerge resistances practices that express requests in terms of enforceability of rights. This is how Mutantur or "Mutant Tourism" arises as a community-based intervention with homeless people. It is co-managed by the National University of Avellaneda and a social organization: Popular Assembly Plaza Dorrego-San Telmo. The Mutantur is a tourism experience for the integration that has been developed since 2017 in the Autonomous City of Buenos Aires, Argentina. Focusing on participation and empowerment, it takes guided tours that propose access to the city, accessing the culture and heritage. This community experience becomes a tool to problematizing integration-segregation dynamics that configure the use of cities, as well as collective processes of appropriation of public space. In this sense, in this work we focus on identifying subjective, collective and community transformations and also, we discuss how community interventions problematized the relationship *homelessness-public space* and *knowledge-power*.

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Engaging Tertiary Education Equity Students in an Information Age.

Loh, J. (University of Canberra, Australia).

Australian universities face significant challenges in a super complex and technologically driven higher education platform. Recent debates revealed contradictory perspectives regarding the types, quality and accessibility of support provisions available to equity students. This is important because research has found that support services are fundamental to the success in this cohort of students. However, there is limited research in what support provisions would best serve this group of students in an information age. Using Berstein's and Tinto's theoretical concepts, this study aimed to address the above question through a multifaceted methodology (e.g., qualitative approach-interviews, documentary analysis, archival analysis). Relevant stakeholders (e.g., Director of the Aboriginal and Torres Strait Islander office, Assistant Manager of the student center etc.) were interviewed to determine the types, availability, and accessibility of different service provisions at a large public university in Canberra. Participants were also asked to identify future enterprises that the university has initiated. Results revealed that the university has met the industry benchmark of good practice for student provisions. However, there were concerns about the accessibility and uptake of some of these support services among equity students. Issues such as lack of *a sense of community among equity students*, *a lack of personalised support mechanism* and *a lack of engagement* were identified. Results also revealed the optimism shared by stakeholders about the development of a new personalised Digital Student Journey (DSJ) platform. An important element of this development is the engagement of students (including equity students) as co-creators. The aim of the university here is to unlock the learning opportunities, spark students' curiosity and engage students with their immediate and broader community to create an exceptional student learning journey which has become increasingly difficult in an information age.

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Tension between Community Psychology and Social Policies: Analysis of Three Programs.

Alfaro, J. (Universidad del Desarrollo, Chile), & Martin, M.

Within the framework of the academic and professional link between Community Psychology and social policies, and expanded in the context of social policy approaches such as Social Risk Management, Capabilities and Rights Perspective, this paper also crossed with the debates in Latin America on the State-citizenship relationship. This work is placed in the academic discussion of complexity, complementarity and risks in the disciplinary effects of the link between Community Psychology and Social Policies. The configuration of the psychologist's technical field in social policies is analyzed in the Chilean case, using Grounded Theory and Policy Frames Analysis categories. With documentary analysis and individual interviews of political and technical agents of the design and implementation of three programs (towards extreme poverty, children in social risk and mental health of children), by means of descriptive, relational, axial and selective coding, the *policy frames* were identified as they build a problem and a solution integrating facts, values, theories and interests. The results show that each policy is configured and transformed according to socio-political positions presented in the multiple actors, with a clear and direct impact on intervention strategies and the psychologist's technical field in each program. In this (setting), debates on the multidimensionality of poverty, social risk management and focus on capacities, which define the understandings of the phenomena (poverty and childhood), play a central role. Thus, the technical definition of the psychologist's professional work is affected and modulated by the various *policy frames* that are part of the formulation of the policy, configuring technical norms that order and interpret the notions of reference of the program, which in turn mediate and modulate the emphases that define the professional tasks, in terms of their object, their objectives, the levels of intervention, the strategies, and the ways of interdisciplinary relationship.

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Microgrants: An Effective and Empowering Approach to Creating a Landscape Change.

Mosavel, M. (Virginia Commonwealth University, United States), & Henderson, A.

Significant oral health disparities exist in the United States and reducing these disparities is a major goal for many health promoting organisations. Paradoxically, many within health promoting organisations, including the general public, would not immediately consider oral health as a major health disparities concern. However, there are significant oral health disparities experienced especially amongst those who are low-income, uninsured, or underinsured, as well as those with insurance who cannot afford dental co-pays. Addressing this disparity requires academics to foster alliances with community organisations to develop in-depth local knowledge of barriers, and to build capacity for advocacy for oral health integration with overall health. The goal of this current study was to empower local organisations to design their own oral health agenda focusing on education, policy and advocacy applicable to their cultural context. To support their work, an academic-community partnership was developed and provided microgrant funding to nine community organisations over the past three years. These micrograntees have been instrumental in changing the landscape of oral health in their local district. Activities have ranged from designing their own educational materials, training residents as oral health champions, conducting "house chats" in homes; and meeting with legislators to advocate for equitable oral health policies. These micrograntees are now either leading or deeply integrated in several oral health efforts at the local and statewide level. Universities providing microgrants to local organisations is a highly effective approach to fostering alliances that are empowering, and results in the emergence of local knowledge, advocacy and integration of oral health as part of overall health.

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'Helping Professionals' and Their Children: Relational of Work-Related Traumatic Stress.

Fonseca, A. (Federation University, Australia).

The helping professions workforce experiencing indirect and direct psychological trauma is diverse. Approaches to workplace trauma have largely focused on the worker role, identification and management of occupational hazards, trauma-informed approaches to governance, and support services for affected staff. Employed in cross-sectoral organisations, undertaking a variety of roles, with varying levels of education, training and experience, 'helping professionals' who are parents are an under researched group. For some there are perceived and actual barriers to reporting vulnerability. Help-seeking may also be difficult due to stigma and privacy and confidentiality concerns. Gender, ethnicity and organisational culture, may influence how a 'helping professional' interprets and responds to workplace trauma, as may non-work-related factors like developmental trauma history, resilience, or carer responsibilities. Psychological trauma may affect parental coping and the quality of the parent-child relationship. These factors are demonstrated to influence child health outcomes. Intergenerational trauma transmission has been studied in First Nation communities, families of Holocaust survivors and families reporting child abuse. However, the voices of 'helping professionals' who are parents about the impacts of work-related traumatic stress, including transmission to filial relationships, are missing from the reviewed literature. The perspectives of emergency services, child protection, education, health and mental health staff, and community services staff working in Inner Gippsland were examined using a mixed methods research design. Interim results from a workforce survey (n = 363) and semi structured interviews (n = 10), are presented. The research findings dissemination strategy and the ethics of conducting research with trauma-exposed participants are discussed. This doctoral research challenges a dominant narrative that categorises the experiences of a diverse, trauma-exposed workforce. It invites a nuanced, community-led conversation about the lived experience of 'helping professionals' who are parents.

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Accessing Unseen Archives: Using the Freedom of Information Act in Asylum-Seeker Research.

Hedrick, K. (University of Melbourne, Australia).

Previous research suggests that asylum seekers are at an increased risk of self-harm, and that being detained may further elevate such risk. Whilst concerns regarding rates of self-harm among asylum seekers - in both detention and community-based settings - have been frequently raised by academics, health practitioners, lawyers and human rights organisations, as well as at government and other Inquiries, until recently little systematic research regarding self-harm among the entire population of people seeking asylum in Australia existed. This has been largely due to the lack of publicly accessible data. In this presentation, I will report and reflect on the process of using the Australian Freedom of Information Act (FOIA) to examine the epidemiology of self-harm in the asylum seeker population across four original research studies conducted between 2017-2019. More specifically, I will discuss the challenges I faced as a researcher in gaining access to data via these archives, as well as the ethical and methodological concerns that arose during the research process. Finally, expanding on the suggestions of Savage and Hyde (2014), I will highlight the value in using the FOIA as a tool to facilitate research – especially that which occurs at the boundaries – by community psychologists, as well as other allied researchers and practitioners.

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Vinculación Universidad y Comunidad: Aprendizaje-Servicio desde la Relación entre los Actors Involucrados.

Daher, M. (Pontificia Universidad Católica De Chile, Chile), Rosati, A., Vásquez, N., Casterns, L., & Labayru, V.

Durante los últimos años, existe una tendencia de las universidades a vincularse con el medio, y así aportar a las comunidades y favorecer el compromiso social y una formación integral de los estudiantes, conectándolos con la práctica profesional. Este es el caso de la Escuela de Psicología de la Pontificia Universidad Católica de Chile, que se ha propuesto institucionalizar la metodología de Aprendizaje-Servicio (Singer & Ortiz, 2018), siendo la vinculación entre los actores involucrados un aspecto clave. En este contexto, se busca sistematizar prácticas asociadas a la vinculación entre estudiantes, socios comunitarios y equipos docentes en cuatro cursos de Aprendizaje-Servicio de la salida profesional social-comunitaria de la Escuela de Psicología UC y elaborar material de apoyo. Desde un enfoque cualitativo, se realizaron grupos focales con estudiantes y entrevistas semi-estructuradas con los equipos docentes y socios/as comunitarios/as. Para el análisis de datos se siguieron los procedimientos de la Teoría Fundamentada (Strauss & Corbin, 2002). Como resultados, se describen los vínculos entre los tres actores y se identifican prácticas para favorecerlos. Se observa que la relación entre los/as socios/as comunitarios/as y los equipos docentes sería la menos delimitada y profunda, mientras que en los otros dos vínculos existe un mayor desarrollo, pero es notoria la falta de formalización de muchas prácticas, lo cual tensiona su aporte a los objetivos del A+S. Se discute sobre cuatro puntos críticos para la construcción de material de apoyo: la tensión entre dar orientaciones y la autonomía de los/as estudiantes; el riesgo de que una mayor formalización implique una sobrecarga de trabajo; el desafío de elaborar directrices sin atentar contra la flexibilidad necesaria para cada experiencia; y la importancia de considerar otros tres vínculos emergentes del estudio: la relación entre estudiantes, con la comunidad beneficiaria y con posibles mediadores entre los/as estudiantes y los socios comunitarios.

Linking the University and Community: Service-Learning from the Relationships among Stakeholders.

In recent years, there has been a tendency for universities to link up with their environment, and thus contribute to communities and encourage social commitment and comprehensive training of students, connecting them with profesional practice. This is the case of the Psychology School of the Pontificia Universidad Católica de Chile, which has proposed to institutionalize the Service-Learning methodology (Singer & Ortiz, 2018), with the link between the actors involved being a key aspect. In this context, the aim is tosystematize practices associated tothe linkage between students, community partners and teaching teams in four courses of Service-Learning of the social-community professional output of the School of Psychology UC and to develop support material. From a qualitative approach, focus groups with students and semi-structured interviews with teaching teams and community partners were carried out. For the analysis of data, the procedures of Grounded Theory were followed (Strauss &Corbin, 2002). As a result, the links between the three actors are described and practices are identified to favor them. It is observed that the relationship between community partners and teaching teams would be the least defined and deepest, while in

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the other two links there is greater development, but the lack of formalization of manypractices is notorious, which strains their contribution to the objectives of S&S. Four critical points for the construction of support material are discussed: the tensionbetween giving guidance and the autonomy of learners; the riskthat greater formalisation implies an overload of work; the challenge of developing guidelines without undermining the flexibility needed for each experience; and the importance of considering three other links emerging from the study: the relationship between learners, with the beneficiary community and with posible mediators between learners and community partners.

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Hibridismos y Bisagras. Acción Colectiva en el Cerro de Montevideo, Uruguay.

Viñar Martínez, M. (Universidad De La República, Uruguay).

Presento algunos resultados y elaboraciones a partir de la investigación titulada "Territorio, Agencia y Multiplicidad. Colectivos que construyen autonomía en el Cerro de Montevideo". Estudié los sentidos que algunos colectivos construyen en torno a sus prácticas en una zona periférica de Montevideo, Uruguay. Es una zona donde se hacen evidentes las transformaciones sociales de las últimas décadas: migración hacia las periferias, empobrecimiento, mayor presencia del Estado mediante políticas sociales territorializadas. Estudié cuatro colectivos no institucionalizados diversos, en un barrio con importante tradición de organización sindical y resistencia. Específicamente me interesaron la motivación para las acciones, las reflexiones de este tipo de colectivos en torno a cómo se establecen relaciones entre sus integrantes y con otras actrices, en particular con agentes estatales y la construcción de autonomía. Se llevó adelante una estrategia metodológica cualitativa desde una perspectiva socioconstruccionista y de género. Los resultados se analizaron en varias dimensiones: las prácticas como acciones políticas; los colectivos como articulación de acciones (más que la existencia de "estructuras de movilización"); los sentidos ligados a la identidad cerrense; las dimensiones territorial y de género; las relaciones con el Estado y el tema de la formalización. Las discusiones a presentar refieren a la agencia (Ema, 2001) y las lógicas colectivas de la multiplicidad (Fernández, 2011). Llama la atención la apuesta por construir vínculos horizontales, las fronteras difusas y la dinámica de articulación de redes múltiples, donde confluyen personas con diversas pertenencias, como es el caso de las "vecinas híbridas". Son personas vinculadas a instituciones del Estado (por ejemplo funcionarias) y que a su vez viven en la zona y trabajan junto con estos grupos de forma sinérgica, cuestionando la idea de "agente externo". También se presentan algunas formas creativas y resistentes de reclamar y construir políticas públicas desde estos grupos.

Hybridisms and Hinges. Collective Action in the Cerro de Montevideo, Uruguay.

I present some results and elaborations from the research entitled "Territory, agency and multiplicity: Collectives that build autonomy in the Cerro de Montevideo". I studied the senses that some groups build around their practices in a peripheral area of Montevideo, Uruguay. It is an area where the social transformations of the last decades have become evident: migration to the peripheries, impoverishment, and greater presence of the State through territorialized social policies. I studied four diverse non-institutionalized groups, in a neighbourhood with an important tradition of union organization and resistance. Specifically, I was interested in the motivation for the actions, the reflections of this type of groups on how relationships are established between its members and with other social actors. In particular we analysed the relations with state agents and the construction of autonomy. A qualitative methodological strategy was carried out from a socio-constructionist and gender perspective. The results were analysed in several dimensions: practices as political actions; the groups as an articulation of actions (more than the existence of "mobilization structures"); the senses linked to the "Cerrense" identity; the territorial and gender dimensions; relations with the State and the issue of formalization. The discussions to be presented refer to the agency (Ema, 2001) and the collective logic of multiplicity (Fernández, 2011). This

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draws attention to the commitment to build horizontal links, fuzzy borders and the dynamics of articulation of multiple networks, where people with diverse belongings converge, as is the case of "hybrid neighbours": the people who are linked to State institutions (for example, civil servants) and who in turn live in the area and work together with these groups synergistically, questioning the idea of "external agent". There are also some creative and resistant ways to claim and build public policies from these groups.

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Exploring the Treads of Service Providers Working with Refugees in Istanbul, Turkey.

Gandhi, S. (University of Oslo, Norway).

The profession of interpreters, social workers, and lawyers working relentlessly with refugees has a monumental impact on their mental, social and psychological well-being. There is a paucity of research especially in the Turkish context, which receives a lot of immigrants. The current research explores the lived affective and emotional experiences of service providers working with refugees. I interviewed social/case workers, volunteer coordinators and interpreters. The goal was to ascertain how certain personal and professional life experiences of the welfare providers evoke different emotions, and what are the motivational consequences of these experiences. It was hypothesised that the emotions of being moved, sadness and empathetic understanding play a significant role as a motivating factor to work as a service provider. These two emotions have been identified by previous work as social emotional drivers of caring. Twelve participants were recruited through a snowball sampling technique from NGOs in Istanbul. All worked directly with and for refugees. They were interviewed for approximately 45 minutes based on a structured interview guide. Thematic analysis and interpretive phenomenological analysis were used for generating six themes and ten subthemes. The six themes are as follows: (1) “Being moved factors serving as motivation”; (2) “Experience of sadness serving as motivation”; (3) “Empathy serving as a motivating factor”; (4) “Personal experiences serving as motivation”; (5) “Finding meaning through experiences of others”; abd (6) “Challenges faced by service providers”. I hope to shed light on the social-emotional foundations of the motivation to care for refugees and to point to a lack of awareness about the need for self-care among people working with refugees.

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The End Violence Project: Critical Reflections on Researcher Positionality in Community Engagement.

Makama, R. (University of South Africa, South Africa), Dlamini, S., & Ratele, K.

In this presentation we reflect on a two-year engagement with community-based organisations on a project aimed at promoting parents' and teachers' knowledge, skills and resources to engage in discussions with children about gender, (in)equality, consent, and (non)violence towards promoting non- violent societies. One of the organisations we partnered with, Project Playground, focuses on intervention through working with children. The second organisation, Vlakfontein Men's Forum, works with men across generations to foster positive masculinities. In a series of workshops and dialogues arranged via the two organisations we met and spoke to parents, teachers, facilitators and children. In this way we were able to get adults (at home and outside the home) to talk to children. Whilst the inclination would be to highlight the various structural challenges that illustrate the difficulties of doing this kind of work, we focus on Particular Incident Narratives (PINs). Focusing on our positionality as researchers doing community engaged work, we offer critical reflections on some of the challenges and lessons learned. The PINs that we focus on in this presentation illustrate the challenges that are often missed as they relate to researchers or other people working in communities.

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Decolonise Clinical Psychology? Attempts, Obstacles and Opportunities at The University of Sydney.

Rhodes, P. (University of Sydney, Australia).

Clinical psychology is notoriously individualistic, relying on a diagnostic and rational-emotive approach to distress largely inappropriate for our nation's critical problems. Indigenous social and emotional well-being, refugee mental health, the plight of the neo-liberal subject all require more imaginative, culturally aware and community-based partnerships. At the University of Sydney Clinical Psychology Unit we have been embarking on attempts to decolonize parts of our teaching and research, including the development of seminars and lectures on privilege, cultural humility, community-based approaches to mental health and Indigenous psychology. We have also started a suite of studies on cultural blindness in clinical psychology, decolonizing the curriculum in international clinical psychology, art-based research, participatory action with refugee communities, the psychology of place and more. In this presentation I will discuss some of the interpersonal and systemic practices that have made this possible, highlight some of the personal challenges and organizational obstacles, and outline our vision for future initiatives.

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Pou Rangapū: Establishing Partnership to Create Change for Minority Groups in Organisations.

Brown, J. (University of Waikato, Aotearoa/New Zealand), & Masters-Awatere, B.

Gender, sex, and sexuality diversity (GSSD) was an open and normalised discourse in Māori society pre-colonisation. Colonisation has been detrimental to these understandings of GSSD, with heterosexual and cisgender being enforced as the only 'acceptable ways' of being, and thus creating shame and persecution of any people that do not identify within these categories. This pathologisation can be seen through the application of colonial laws (e.g. criminalising of homosexual activity, marriage inequality) which impacted on all GSSD people in Aotearoa/New Zealand. Currently, there is still marginalisation of GSSD people, with limited research showing this is also true in university setting. Because there is limited Aotearoa-specific research about GSSD university experiences, I conducted research within the University of Waikato to gain an understanding of our campus space from the perspectives of GSSD staff and students. Results from focus groups and a campus wide survey were then utilised to inform an appropriate intervention in our university space, with the purpose of the intervention being to address the issues shared by GSSD people in the research. Having a framework as a guideline was imperative to this next stage of research, as it was going to be used to inform the steps of the intervention. In this presentation, I will discuss the framework that was created in collaboration with my supervisor, Dr Bridgette Masters-Awatere. This framework outlines partnership between researcher/s, an organisation, and marginalised community/ies within an organisation. The framework specifies the steps that each stakeholder needs to take to reach the goal of creating change for marginalised communities in organisational spaces. Outlined will be the responsibilites of each stakeholder involved in the partnership, including the shared responsibilities that they have. Although our research was specific to a university setting, this framework can be utilised in other organisational spaces with other marginalised community groups.

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Measuring Responses to Climatic Change in Australian "Agri-Culture": Conceptualising Sustainability Under Pressure.

Hogg, R. (Charles Sturt University, Australia).

Understanding agri-'culture' is central to conceptualising the reactions of Australian primary producers to climate change and regenerative farming initiatives. Social norms, emotions and cognitions, as well as gendered narratives of traditional and non-traditional farming practices, must be considered in understanding primary producers' reactions to recent calls for regenerative farming practices. The responses of farming communities to climate action warrant consideration given increasing tension around climate-based issues and sustainability in agricultural contexts. The socio-political nexus of community responses to climate-oriented issues in Australia is such that farmers may be simultaneously positioned as perpetrators and victims of climate-change, creating further tension in a climate of increasing environmental anxiety. The current intensive drought cycle in rural Australia, alongside anxiety around climate change, and calls for changes to food consumption that have implications for the profitability of primary producers, means understanding the psychological responses of farmers to climate action is imperative, with implications for regional/rural communities in Australia. This study aimed to explore attitudes towards climate change in a sample of two hundred small-scale Australian primary producers. In the first phase of the study, a quantitative survey instrument exploring reactions to change, emotion states, and mindsets will be utilised. Demographic factors such as age, gender, and financial status will also be examined, alongside aspects of participants' farming practice, including industry type, years of farming experience, and current agricultural practices. A second-phase qualitative study will then be conducted to examine the experiences, attitudes, and identities of two farming cohorts: those engaged in 'green' farming practices, and those who do not accept that significant climate events are occurring. Exploring structural and individual factors that influence responses to climate action, with consideration of how mindscapes and landscapes interact to produce (un)sustainable farming communities, is critical in producing ethical psychological knowledge that acknowledges context alongside individual differences.

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Dimensiones Ecológicas y Comunitarias del Bienestar Infantil: Una Metasíntesis Cualitativa.

Carrillo Bestagno, G. (Universidad del Desarrollo, Chile).

En el marco de la creciente valoración académica del uso de metodologías cualitativas para el estudio del bienestar de la infancia y adolescencia se desarrolló una revisión sistemática de la producción empírica disponible, a través de una "Metasíntesis Cualitativa". El propósito fue sistematizar el conocimiento disponible sobre las comprensiones del bienestar, desde la voz de niños, niñas y adolescentes, y conocer cuáles son los elementos vinculados con dimensiones ecológicas y comunitarias que ellos consideran significativos para su bienestar. Se revisaron dos bases de datos (SCOPUS y Web of Science (WOS)). En SCOPUS, se utilizó el criterio "wellbeing AND child", obteniéndose 2.316 estudios. En WOS, se utilizó el criterio "wellbeing child", obteniéndose 3.896 artículos. De este universo, 59 trabajos cumplieron con el criterio de proponer metodologías cualitativas o mixtas. Posteriormente, se efectuó un análisis de calidad, que permitió seleccionar los 15 estudios que componen la muestra final, los que se analizaron siguiendo la metodología de comparación constante, interpretación de resultados y reinterpretación conceptual propuesta por Sandelowski y Barroso (2007). Los resultados arrojaron cinco categorías de orden superior: noción positiva de sí mismo; relaciones de seguridad, afecto y apoyo; experiencia de ser respetado y agencia; actividades que permiten una vivencia socioemocional positiva; y aspectos estructurales. Desde la perspectiva de la niñez y la adolescencia, estos elementos inciden en sus vivencias de bienestar, y tienen un conjunto de propiedades específicas vinculadas a las dimensiones ecológica y comunitaria. A modo de conclusión, el presente trabajo sistematiza e integra el conocimiento sobre bienestar proporcionado desde metodologías cualitativas, enfatizando la voz de niños, niñas y adolescentes y sus comprensiones sobre dimensiones ecológicas y comunitarias, ampliando el conocimiento de aspectos particulares de sus vidas cotidianas, y contextos de intercambio personal, social y cultural que afectan su bienestar.

Ecological and Community Dimensions of Child Welfare: A Qualitative Metasynthesis.

Within the framework of a growing academic assessment of the use of qualitative methodologies for the study of the well-being of childhood and adolescence, a systematic review of the available empirical research was developed, through a "Qualitative Metasynthesis". The purpose was to systematize available knowledge on the understanding of well-being, from the voice of children and adolescents, and to know which elements related to ecological and community dimensions they consider significant for their well-being. Two databases (SCOPUS and Web of Science (WOS)) were reviewed. In SCOPUS, the criterion "wellbeing AND child" was used, obtaining 2,316 studies. In WOS, the "wellbeing child" criterion was used, obtaining 3,896 articles. Of this group, 59 works met the criteria of proposing qualitative or mixed methodologies. Subsequently, a quality analysis was carried out, which produced 15 studies that make up the final sample, which were analyzed using constant comparison methodology, interpretation of results and conceptual reinterpretation proposed by Sandelowski and Barroso (2007). The results yielded five categories of higher order: positive notion of oneself; relationships of security, affection and support; experience of being respected and agency; activities that allow a positive socio-emotional experience;

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and structural aspects. From the perspective of children and adolescents, these elements affect their experiences of well-being, and have a set of specific properties linked to ecological and community dimensions. In conclusion, the present work systematizes and integrates the knowledge on well-being provided from qualitative methodologies, emphasizing the voice of children and adolescents and their understandings about ecological and community dimensions, expanding the knowledge of particular aspects of their daily lives, and contexts of personal, social and cultural exchange that affect their well-being.

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Sentido de Comunidad y la Satisfacción con la Vida en Escolares Chilenos.

Carrillo Bestagno, G. (Universidad del Desarrollo, Chile).

Este estudio del bienestar subjetivo en la adolescencia ha tenido un desarrollo reciente y dinámico, integrando paulatinamente factores contextuales meso- sistémicos y su relación con el bienestar. En la revisión de la literatura científica, se reconoce que el bienestar se ve especialmente afectado por los sistemas más cercanos en la vida de niños y adolescentes, como la escuela y el vecindario. Sin embargo, estos sistemas no han sido suficientemente estudiados con respecto a su influencia en el bienestar subjetivo en la infancia y la adolescencia en el contexto latinoamericano. Esta investigación examina la asociación entre la satisfacción con la vida, tanto a nivel global como por áreas de satisfacción, en niños chilenos, y la percepción del sentido de comunidad tanto con el grupo aula, como con la escuela. El diseño metodológico del estudio es descriptivo a través de una encuesta con muestras probabilísticas transversales. Las unidades de análisis son estudiantes de quinto y séptimo grado del sistema educativo chileno. La muestra consta de 2.000 niños entre 10 y 14 años, pertenecientes a escuelas del sistema educativo de dos regiones de Chile. Los datos fueron recolectados usando la escala de satisfacción de la vida del estudiante (Huebner, 1991), la escala de satisfacción de vida corta y multidimensional para los estudiantes (Seligson et al., 2003), la escala del sentido de comunidad en el aula (Petrillo, Caponne y Donizzetti, 2016) y escala multidimensional del sentido de comunidad en la escuela (Prati, Cicognani y Albanesi, 2017). Los resultados presentan la relevancia del sentido de comunidad como determinante del bienestar global y por campos y se discuten en relación con el modelo de bienestar escolar y la importancia de la inclusión de variables sociocomunitarias en la comprensión del bienestar subjetivo en la infancia.

Sense of Community and Satisfaction with Life in Chilean Schoolchildren.

This study of subjective well-being in adolescence has had a recent and dynamic development, gradually integrating mesosystemic contextual factors and their relationship with well-being. In a review of the scientific literature, it is recognized that well-being is especially affected by the closest systems in the lives of children and adolescents, such as school and the neighborhood. However, these systems have not been sufficiently studied with respect to their influence on subjective well-being in childhood and adolescence in the Latin American context. This research examines the association between satisfaction with life, both globally and by areas of satisfaction, in Chilean children, and the perception of a sense of community both with the classroom group and with the school. The methodological design of the study is descriptive through a survey with cross-sectional probability samples. Participants are fifth and seventh grade students from the Chilean educational system. The sample consists of 2,000 children between 10 and 14 years old, belonging to schools of the educational system in two regions of Chile. Data were collected using the student life satisfaction scale (Huebner, 1991), the short and multidimensional life satisfaction scale for students (Seligson et al., 2003), the scale of sense of community in the classroom (Petrillo, Caponne and Donizzetti, 2016) and multidimensional scale of the sense of community in the school (Prati, Cicognani and Albanesi, 2017). The results present the relevance of the sense of community as a determinant of global well-being as well as by fields and

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are discussed in relation to the school well-being model and the importance of including socio-community variables in understanding subjective well-being in childhood.

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Sport as a Pathway to Māori Sovereignty.

Langley, K. (University of Waikato, Aotearoa/New Zealand).

For Māori, as the indigenous peoples of Aotearoa/New Zealand, sport is one of those few spaces in settler society where success can be found. For Māori however, engaging in these sporting environments often means assimilating into the dominant settler society ideologies and norms of the dominant Pākehā (British/European) culture. The cultural norms of sporting organizations can unconsciously and consciously compromise the Māori sense of self and flourishing. This presentation will reflect upon findings from my Masters' thesis which explores how whānau (Māori families) are reinterpreting mainstream sports like rugby league, to achieve mana motuhake (Māori self-determination). I will discuss how participation in rugby league, as a mainstream sport, can be culturally reoriented to reflect Māori ways of being and knowing, to allow Māori cultural aspirations to come to fruition, as a pathway to health and wellbeing. My Masters thesis is situated within a Māori organization, Tātai Ora, that works alongside Māori whānau (families) within sporting environments. I am using narrative inquiry, participant observation, photo voice/elicitation, and auto-ethnography, all informed by a kaupapa Māori research theory.

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Return to Pre-Modern? - A Field Case of Alternative Therapy for Mental Illness.

Lin, J. (Fu Jen Catholic University, Taiwan).

This presentation is on the action study by author between 2015/7 and 2016/7. In order to take my father who suffered from long-term mental illness and the side effects of psychoactive drug to try alternative therapy, we went to the Luming Zen center (hereinafter referred to as "Luming") in Luye, Taitung, Taiwan in July, 2014. He went through a hard time and successfully overcame drug dependence until this day. The author entered this field in the following year and conducted anthropological field research as family member, apprentice, production manager and researcher in order to record the practice of alternative therapy and the carrying capacity for social marginal groups. This is an open residence without access restriction. Residents are comprised of drug addicts, ex-offenders, mental illness patients and homeless. Luming does not only provide shelter but also tries to transform the socially marginal members with "Wu" medical (similar to Chinese medicine) and Zen-farming's anti-modern lifestyle. The author believes that in Taiwan, which is dominated by empirical medicine, Luming can practice alternative transformation in addition to the abbot's unique life experience. In terms of social conditions, it is based on the triple boundary made up with these three elements: geographical marginality, drug rehabilitation and the Buddhist view of life and death.

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Profile of Violent Male Youth Offenders Differentiated by Types of Crimes Perpetrated.

Singh, A. (Kwadukuza Municipality, South Africa).

The purpose of this study was to determine whether offender socio-demographic characteristics differ in accordance with the type of violent crime committed. There are substantial gaps in knowledge relating to perpetrators of youth violent crime and the types of crimes they commit. Studies have focused mainly on the victims of violent crime and fewer studies, especially within the South African context, have focused on the perpetrators of youth violent crime. This study looks at socio-demographic factors such as educational attainment, employment status, living arrangements, type of neighbourhood the offender grew up or resides in, gang affiliations, substance abuse problems and a previous criminal record in comparison to the type of crime committed by a violent youth offender. The study used a quantitative approach that utilised secondary data. Descriptive statistical methods were used to determine characteristics of violent offenders. The results indicated that the majority of offenders across the four crime categories had not completed their schooling, with 62.7% of those who had committed assaultive violence, 67.5% of those who had committed robberies, 55.1% of those who had committed sexual crimes and 55.0% of those who had committed robbery / sexual crimes having had some high school education. Unemployment was highest in the categories of robbery (42.2%), and 74.7% of offenders who committed robbery belonged to a criminal gang. These results may be useful in crime prevention and offender intervention programmes. Overall, the findings indicated that the characteristics of youth violent offenders in South Africa are similar to the risk factors reviewed in other research.

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Uses and Play: Narrative Therapy Helping Community Correction Personnel.

Wong, M. (Institute of Applied Community Development, Australia).

Background: In the past, the government has paid more attention to helping offenders materially but has often ignored psychological assistance. Staff may additionally lack professional skills to help offenders deal with emotional disturbances such as anxiety, depression and fear, let alone guide to adapting and returning to society. Recently, the government introduced third parties to provide professional community services through purchasing services. It provides an opportunity for correction personnel to re-establish themselves and start a new life as professional counselors. *Objective:* The use of sandplay-narrative therapy can help community offenders achieve breakthrough, reconnect with themselves and start a new life. *Methods:* Ten (four male, six female) offenders, with ages between 18-35 years, engaged in sandplay with narrative therapy, and data was collected using participant observation, semi-structured interviews and questionnaire (GWB, CSQ). *Results:* Sandplay-narrative therapy appeared to have a positive effect on offender. It not only eliminated their resistance and defensiveness, changed the offender' coping styles from immature to mature, but also improved their subjective happiness, regardless of their age and gender: they were able to transfer the beauty from the sandbox to the real life. *Conclusions:* The data indicates a lasting positive impact on the offender's inner world through sandplay-narrative therapy. All the cases confirmed that sandplay-narrative therapy reconstructed their inner world and sense of self, to modify their recognitions, help them face up to and accept their past, enjoy the moment and start again.

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Yoga Reduces Stress in People with Depression and Anxiety Symptoms.

Pascoe, M. (Victoria University, Australia) & Bauer, I.

Introduction/Background: Stress related disorders such as depression and anxiety are leading sources of disability worldwide, and current treatment methods such as conventional antidepressant medications are not beneficial for all individuals. There is evidence that yoga has mood-enhancing properties possibly related to its inhibitory effects on physiological stress and inflammation, which are frequently associated with affective disorders. However, the biological mechanisms via which yoga exerts its therapeutic mood-modulating effects are largely unknown. *Methods/Materials:* This systematic review investigates the effects of yoga on sympathetic nervous system and hypothalamic pituitary adrenal axis regulation measures. It focuses on studies collecting physiological parameters such as blood pressure, heart rate, cortisol, peripheral cytokine expression and/ or structural and functional brain measures in regions involved in stress and mood regulation. *Discussion:* Overall, the 25 randomised control studies discussed provide evidence to suggest that yoga practice leads to better regulation of the sympathetic nervous system and hypothalamic-pituitary-adrenal system, as well as a decrease in depressive and anxious symptoms in a range of populations. *Conclusion:* Yoga is an effective lifestyle intervention that can support mental health in community and clinical practice and in the social context of everyday life.

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Inclusivity and Neurodiversity: What Role Can Researchers Play?

Schwarz, J. (Charles Sturt University, Australia).

I share my experience researching how Australian adults change their identity when they consider questions like ‘Am I Autistic?’ or ‘Am I on the autism spectrum?’ In particular, I explore how we as researchers can challenge marginalisation within the context of neurodiversity. I examine how the research design choices we make can either challenge or perpetuate marginalisation. Choices such as the topics we choose to research, the way we define our research population, the language we use in recruitment, and the interview formats we choose can all have an impact. I discuss how, as a researcher, being conscious of my choices and being open to ambiguity throughout the research process has been a challenging but important process.

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Community Psychology: A Contribution to the History of the Present.

Fryer, D. (University of Queensland, Australia).

A strong case can be, and has been, made that *Marienthal* (1933), a protracted collaborative investigation of a community blighted by mass unemployment, was the first major community psychological investigation. Marie Jahoda was a prime mover of the investigation and author of the original text of Marienthal, and was later responsible for the still dominant, and arguably critically problematic, explanation, which owed much to the work of Freud and Marx, of what it is about unemployment which is responsible for its widely reported psychologically destructive consequences. But what was the dispositive, in Foucault's sense ("the various institutional, physical and administrative mechanisms and knowledge structures, which enhance and maintain the exercise of power within the social body") which constituted the 'community psychology' approach associated with *Marienthal* in the early 1930s in Austria, and what were the specific structures for which Marie Jahoda was a discursive 'conduit'? This proposed Ignite presentation will introduce the audience to critical historical research underway for a monograph intended to excavate the diverse origins of *Marienthal* and the wider contributions of Marie Jahoda. It is based on systematic review and a 20-year unpublished correspondence with Marie Jahoda, unpublished papers by Marie Jahoda herself, archival and historical research.

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Sense of Community during the Transition to Adulthood.

Richard, M. (Laval University, Canada).

This ongoing research project examines the factors associated with psychological and social well-being during the transition to adulthood (TTA), including sense of community (SOC) and the use of social network sites (SNSs). The expansion of communication technologies has disrupted our ways of interacting with one another, while it has become increasingly difficult to distinguish social spaces that are exclusively online from those offline. In line with the scientific community's growing interest in the psychosocial impacts of the use of SNSs, this project involves two studies. The first aims to explore the relationship between SOC, sense of loneliness and social well-being. The second study aims to determine the best predictors of SOC among factors relating to emerging adults' personal social network, i.e. the use of SNSs, perceived social support and the presence of a mentor. This ignite presentation will be the occasion to present preliminary results from a sample of emerging adults, and to discuss the implications of SOC and the use of SNSs in understanding spaces of relations during TTA.

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Second-Generation Australians: The Negotiation of Ethnic Identity and Sense of Belonging.

Jayawardana, R. (Victoria University, Australia).

With 20.9% of individuals born in Australia to at least one overseas-born parent (Australian Bureau of Statistics, 2017), growing up as a second-generation Australian with diverse ethnic and racial backgrounds can be both a resource and complexity in the processes of constructing ethnic identity and sense of belonging. This presentation reports qualitative data that was collected from second-generation Australians of diverse backgrounds about their experiences of ethnic identity negotiation and belonging. Informed by dialogical conceptions of the self and thematic analysis of the interview data, findings showed that second generations' identity negotiation and experiences of belonging are made difficult due to racism and racialisation. In navigating these race-related experiences, second generations practice dialogical positions and create hybrid forms of ethnic identification. They also use a combination of social markers, experiences of exclusion and connectedness to culture to understand where they belong. Summoning their dialogical positions and using the resources which indicate their margins of belonging, second generations draw upon their hybrid ethnic identities according to context and ethnic surroundings to enhance their sense of belonging. The data highlights the markers and borders, driven by ideologies and power within contemporary Australia, which are used to form fluid ethnic identities and negotiate belonging.

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An Exploratory Study on Adult Recognition of Adultism in Japan.

Takahashi, N. (Rissho University, Japan).

Adultism is defined as “when adults think that they are better than young people and can control them”. Adultism is a concept proposed in the adolescent psychology field to discuss abuse of power that adults enact over children. The purpose of this study was to explore what Japanese adults classified as martyrdom and to interdependently evaluate scenarios involving adultism that have been discussed in the Western context. A quarter-sampling was conducted from a research panel of 30-69 years old owned by the research company, and a total of 400 people (50 people in each age) were sampled, including 200 people involved in community activities and 200 people not involved in local activities. A WEB survey was conducted for these survey subjects. The correlation coefficients between the evaluation for three scenarios including adultism and the local activity variables were calculated. As a result, positive correlations were obtained between five evaluation aspects for three scenarios including adultism and the number of affiliated organizations in the community, administrative interest, administrative satisfaction, administrative efficacy, community attachment, and neighborhood communication. From these results, it was interpreted that people who were more active in community activities showed positive evaluations even in scenarios involving adultism.

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Reimagining the Other: Arts Active Methods with Youth and Child Care Workers.

Meyer, K. (University of Melbourne, Australia).

In an uncertain, changing, complex world obsessed with needing to know, professional development programs that encourage not knowing are not common place. This presentation will visually explore findings from doctoral research that examined a professional development experiential workshop program that uses arts focused, active methods to understand how participants experience core dramatherapy processes and how arts methods influence youth care workers. The findings suggest that through participation in the program most participants reported new understandings of themselves, the young people they work with, and their professional practice.

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Beyond Trauma: Pathways to Resilience.

Brendefur, M. (Northern Arizona University, United States), & Palamaro-Munsell. E.

Childhood trauma is a prevalent issue in communities around the world. One way to help our communities is to identify pathways in which individuals become resilient despite childhood adversity. This information can be used to develop intervention and prevention programs that help create resilient communities. This presentation will examine factors which have helped individuals who have experienced childhood trauma become successful adults. Data will be examined from extensive interviews with individuals from the Flagstaff, Arizona (United States) community. All participants are adults who have experienced childhood trauma and self-identified as successful in adulthood. Examples of trauma include childhood abuse, parental incarceration, and other challenges within the family. Examples of success include owning a business, being drug and alcohol-free, or becoming a first-generation college graduate. Interviews consist of questions about the participants' childhood experiences and factors they believe led them to become successful in adulthood. Using grounded theory methodologies, common themes will be identified and discussed in the presentation. The goal of this study is to find common experiences that contribute to resilience and thriving in order to inform community intervention and prevention programs.

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Mexican University Students Accompanying Indigenous Day Laborers' Families: An Approach from Community Psychology.

Estrada-Maldonado, S. (Universidad De Guanajuato, México).

In México poverty continues to be lived to a greater extent by Indigenous people forced to migrate to the centre of the country for specific tasks of the crop cycles, mainly in the harvest season. This generates the cyclic arrival of Indigenous families to the state of Guanajuato, to work as day laborers, an activity in which the whole family participates, including girls and boys. In this work we approach the experience of accompaniment that the NA VALÍ program has developed in the city of León, attending to three axes: education, nutrition and health. This program has the participation of university students who share day-to-day attention in the harvest field; for them, this experience is usually a trigger that mobilizes their social conscience. From the perspective of community psychology, we seek to know how this experience has subjectively impacted these young students, how they redefine their reality and social commitment. We conducted participant observations and interviews that were later categorized and analysed, obtaining significant results for the three dimensions raised: affective aspects, mobilization of conscience, and social responsibility. The findings stand out: the recognition of cultural diversity, an increase in empathy and a conceptual change regarding the idea of justice.

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The Role of Neighborhood Policing in Race-Based Differences in Juvenile Recidivism.

Kitzmiller, M. (Michigan State University, United States), Gruber, J., & Cavanagh, C.

Youth of color are disproportionately represented at every stage of the juvenile justice system in the United States (Piquero, 2008). Data collected over a 13-year period from a mid-sized Midwestern city indicates that correctionally-involved Black and Multiracial youth are more likely to recidivate relative to White youth, even when controlling for proximal criminogenic characteristics. Evidence indicates that over-policing in neighborhoods of color is partially responsible for this pattern (Kahn & Martin, 2016). The present study evaluates the extent that neighborhood policing contributes to race-based differences in recidivism rates among youth in the justice system. Using multilevel modeling, analyses draw upon recidivism data from a sample of 1,395 youth after their first arrest who are nested within the boundaries of their neighborhood. Neighborhood policing is captured by arrests per square mile within designated policing zones. We hypothesize: (1) Given racial discrimination in policing, correctionally-involved youth of color will reside in neighborhoods with higher density of arrests; and (2) Youth who reside in neighborhoods with higher density of arrests will be more likely to recidivate, due to greater police surveillance. Results have practical implications towards localizing patterns of race-based discrimination within the juvenile justice system.

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All In! Organizations with Successful Inclusive Strategies Lead the Way!

Alexander, G. (National Louis University, United States).

The U.S. has a long history of discriminatory policy and practices that have created long standing issues for people who occupy various minority statuses. Civil Rights policies have been implemented in the U.S. to counter these challenges; however, it is less clear how these policies have created better community spaces for people over time. In fact, there is much evidence to suggest that these policies have not reduced the experiences of discrimination and may have merely made them dormant (e.g., micro aggressions). Nonprofits are organizational spaces within community where we would expect them to enact more ethical values internally, however, the structure and processes within may not be in alignment with such goals of supporting diversity and inclusion. This session will explore: what makes diversity and inclusion initiatives successful? What have we learned from civil rights polices and who has benefited from the policies? What changes are needed to be impactful in the future? How does the intersection of various "isms" (e.g., sexism, racism, ableism, ageism, etc.) influence policy changes that would create more inclusive settings for all? I will present on what strategies and practices have resulted in successful diverse and inclusive nonprofit settings.

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Coordinated Case Management: Providing Holistic Stability for Families with Complex Needs.

Bailey, D. (City of Chicago, United States).

Within the services of Chicago's Department of Family and Support Services (DFSS), there is a subset of highly vulnerable families who are failing to achieve sustained stability. This is because they have particularly complex needs across generations and multiple service areas that are not being addressed in a coordinated way, resulting in families failing to obtain stability or repeatedly returning to DFSS for services. This presentation explains how DFSS rehabilitated its service practice. First, the department identified a target population. Second, DFSS identified a referral process to lessen the burden on families. Next, coordination structures were created and led by psychologists and social workers. Subsequently, information sharing to support coordination was increased. Finally, delegates' strengths were leveraged to bolster gaps.

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Culture Shock among Sojourners at Sanata Dharma University Student Residence, Yogyakarta, Indonesia.

Theodorus, E. (Sanata Dharma University, Indonesia).

This study is aimed to explore culture shock among a specific group of college students in Yogyakarta, Indonesia. The group consists of students who are migrating from their hometown in various regions of Indonesia to Yogyakarta to study at Sanata Dharma University. The students are required to stay at the university's on-campus accommodation during their study. Many social and academic problems have been identified among the residents, presumably triggered by culture shock. The study will first review the culture shock theory and relevant previous studies. Then, it will explore the students' lived experience regarding intercultural relations and how they cope with cultural differences of Yogyakarta. At this stage, Focus Group Discussion will be employed to collect data, and thematic analysis to analyse the data. The systematic review and thematic analysis will be followed by: development of measurement scale and design of psychoeducational intervention. A quasi-experiment approach, one group pretest-posttest design, will be used to examine the effectiveness of the psychoeducational intervention. Currently, the study is still in its early stages. By the time the study is presented at ICCP conference, it will be in the stage of intervention implementation.

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Illness Matrix: Mutual Deconstruction of Community Health Reality.

Ahmad, M. (Global Health Directorate, Pakistan).

Community health profiles solely based on healthcare data fail to provide a true picture of the health reality of the community. There exists the need of a more qualitative engagement with the community to identify its own perception of health and the social determinants effecting it; both of which help to make the profile more valid. Illness Matrix (IM) is a tool developed by Community Engagement Centre (CEC) at Global Health Directorate (GHD) that helps to reveal community's perceptions of its health dynamics. The tool helps the community health workers to conduct discussions on the community's commonly found illnesses and their perceived distribution within adults, elderly and children. The tool further uncovers the perceived causes of the named illnesses which help identify the social determinants of those ailments and health literacy levels. IM also reveals the treatment-seeking behaviour of the community which assists the CEC in understanding the beliefs regarding the illness, home-remedies and preference for different treatment options in case of different ailments. IM has thus allowed CEC to maintain a database of first-hand community health information that can assist GHD in devising more inclusive public health interventions and address the gaps in access to resources and services.

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Provoking Colonial Memory of Frontier Massacre in the Settler Australian Context.

Carr, G. (Victoria University, Australia).

Truth telling is fundamental to a settler nation coming to terms with its brutal past and accepting moral and legal responsibility for recognising the sovereign rights of Indigenous peoples. Yet, Australia remains resistant to engaging with the uncomfortable truth of wholesale massacre and dispossession of Aboriginal and Torres Strait Islander peoples on which the country is founded and settler Australia continues to prosper. Despite a sustained Indigenous counter narrative, resistance disconnects the past from the present in the national consciousness, maintaining a status quo which circumvents the political and social change required to achieve a more ethical, equal and decolonised society. As a settler PhD student under the supervision of the MoondaniBalluk Academic Unit at Victoria University, I am researching how disconnect features in the colonial memory of settler descendants with an inter-generational connection to frontier massacre. By engaging in deep relational conversation as methodology, I ask how is colonial memory provoked to connect family histories to the unjust present of Aboriginal and Torres Strait Islander peoples? What can we learn from engaging in ethical dialogue around deeply sensitive, yet critically important historical truth telling which underpins the shifting of national consciousness? I would like to share some of my challenges and breakthroughs in the preliminary stages of this research journey and engage in any discussion which may arise.

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Examining Changes in Ethno-National Attitudes to Australian Identity over Two Decades.

Farrugia, J. (Curtin University, Australia).

The Australian identity is often constructed as two categories: ethno-national and civic. Historically, ethno-national attitudes have dominated, contributing to the racism and oppression of people of various cultural groups, via perpetuation of out-group conceptualisations of those who do not fit within the ethno-national construction of Australian identity (i.e. white, speaks English, and born in Australia). Preliminary research suggests that people are beginning to change in their conceptualisations of Australian identity and that ethno-national attitudes may be decreasing. The aims of this research were 1) to examine changes in ethno-national attitudes between 1995, 2003, and 2013, taking into account place of birth and sex, and 2) to examine the relationship between ethno-national attitudes, pride in Australia, and anti-immigration attitudes in Australia across time. This research provides an understanding for how change (or lack thereof) in ethno-national attitudes may impact on the exclusionary Australian identity, and the potential implications for racism, discrimination and oppression of people considered the 'out-group'.

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Deconstructing Meanings of Diversity within University Spaces

Jones, R. (Victoria University, Australia).

For many, diversity has become synonymous with acceptance and inclusion for groups of difference and disadvantage (Bell & Hartmann, 2007; Vertovec, 2012). Within universities and institutions, it is celebrated, paraded and employed as a way to possess and pronounce the social differences that make up the populations that occupy these spaces (Ahmed, 2007). This presentation draws on critical studies to deconstruct the way that these frames are given meaning and experienced at the ground level by the individuals they refer to. Through in-depth interviews with students of culturally and socially diverse backgrounds using thematic discourse analysis, diversity has been found to be negotiated at three major levels: broadly experienced as an interaction that is ideological and political in nature; and important as a product of inclusion and welcoming for those that have experienced the opposite. This research is significant as it addresses a widely discussed and promoted topic that has been minimally addressed in Australian literature from the bottom up, with implications on understanding and maintaining psychosocial factors of inclusion.

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The Health of Migrants and Refugees: Community and Psychosocial Support Approach.

Boggio, K. (University of the Republic, Uruguay), Funcasta, L., Fernández, Y., Bula, E., Gonsalves, C., & Olhaberry, C.

International organizations promoting the social protection of migrants and refugees identify health as a priority area of attention, particularly with regard to mental health. Research on the social determinants of health suggests that migration affects the health of migrants. In Uruguay, the Refugee Statute, the Migration Law, as well as the guiding principles of the Integrated National Health System (SNIS) and its primary health-care perspective, provide a framework of rights that support universal access to health care for its inhabitants without distinction. However, there are currently significant obstacles to migrants' full access to health care. This paper describes the recent processes of research and action on immigration in Montevideo, Uruguay carried out by the Research Group "Human Mobility, Work, Health and Human Rights", Universidad de la República. It presents and analyses the experience of psychosocial support offered to refugees and migrants. Finally, it presents the design of a project based on a mixed qualitative and quantitative methodological approach to be developed in 2020: "Processes of social integration and inequities in the health of transnational immigrants in the city of Montevideo, their relationship with the type of employment and the context of reception".

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The Experience of Homeless Young Adults who Aged out of Foster Care.

Kargakos, S. (Université du Québec à Montréal, Canada), & Saïas, T.

Adolescents aging out of foster care have shown difficulties transitioning into adulthood. Recent literature suggests that approximately half of the individuals who experience homelessness have also been placed in foster care at least once in their life. Research has shown that these individuals face many struggles, for example, finding employment or graduating high school. This raises questions regarding the preparation towards independent living of youth leaving care. The foster care system is mandated to offer services to help youth transition into adult life. However, previous literature has stated a lack of these services. The purpose of this study was to: 1) identify the different services implemented in the foster care system to better help transition into adulthood; 2) understand how these services were perceived by youth leaving foster care and 3) explore how these services responded to their needs. Twelve homeless young adults who aged out of foster care were recruited at an emergency shelter facility and interviewed individually. Preliminary results suggest services focused mainly on finding employment and housing. Overall, continued support offered after the age of majority seems necessary in order to improve the transition into adulthood and prevent homelessness.

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'Taking the Wheels off': Young People with Cognitive Impairment in Out-Of-Home Care.

Greig, H. (Charles Sturt University, Australia), McGrath, A., & McFarlane, K.

Children with cognitive impairment in out-of-home care (OOHC) are significantly overrepresented in the criminal justice system. Little attention has been given to the connection between those with cognitive impairment who also have a care background and how these combined factors are linked to their criminal behaviour. A qualitative study utilising semi-structured interviews with 11 senior strategic officers and service providers to this cohort was conducted with the aim of investigating the views of these professionals and gaining insight into factors contributing to the criminalisation of children with cognitive impairment in OOHC. Five themes were identified using thematic analysis, suggesting that the primary areas of concern are: (a) increased vulnerability, (b) lack of belonging and security, (c) challenges with identification, (d) steering to the criminal justice system and (e) lack of support. The findings of this research have important implications for current policy and practice across education, OOHC, criminal justice and community settings in order to prevent the pathway of criminalisation for this vulnerable population.

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The Role Culture Plays in Contributing to Sporting Team Success.

Westrupp, M. (, Aotearoa/New Zealand).

Culture within sports team is a factor of interest within both psychology and human development due to the influence of culture upon individual behaviour performance. The way sportspeople interact and work together to achieve a specific outcome has been associated to the culture of a team's environment. The research in this area highlights the importance of developing collective values and beliefs, which shape and or influence each member's behaviours. This becomes significant within an organisational context as the attitudes of the team can encourage positive behaviours leading to greater productivity or performance. This presentation will reflect upon some preliminary findings from my Honours Dissertation which explored the role of culture within sporting team success. My research is qualitatively based, drawing upon a kaupapa Maori research paradigm, and employed narrative interviews with coaches of sporting teams. Anticipated benefits of my research for psychology include how culture contributes to behaviour and sporting team success. Applications of this research in a real world context could provide organisations with a framework for building a team culture that allows players and teams to flourish.

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Desigualdad Económica y Conductas de Riesgo de Los Jóvenes Inmigrantes en España.

Gomez-Jacinto, L. (University de Málaga, Spain), Hombrados-Mendieta, I., García-Cid, A., & Del Pino-Brunet, N.

Se analiza la influencia de la desigualdad económica sobre las conductas de riesgo de los jóvenes –autóctonos e inmigrantes- residentes en España. El comportamiento arriesgado se analiza mediante datos y archivos públicos. Se estudiaron diferentes conductas de riesgo: a) tasas de morbilidad y mortalidad de accidentes; b) delitos y faltas contra las personas, la propiedad, la salud y el orden público y las detenciones e imputaciones y victimización; c) accidentabilidad autoinformada en las encuestas nacionales y europeas de salud. Estos datos se han cruzado con los procedentes de su contexto territorial, referidos a la desigualdad económica (índice de Gini), las tasas de desempleo y los indicadores urbanos de calidad de vida y de zonas desfavorecidas. Se ejecutan diversos análisis multinivel en los que se tuvieron en cuenta los niveles agregados y los datos individuales de los participantes. Los resultados mostraron que las conductas de riesgo se incrementaron durante la adolescencia y tuvieron su pico más alto en la primera juventud, descendiendo con el aumento de la edad. Esto fue más pronunciado en los varones que en las mujeres, en los inmigrantes que en los autóctonos y en los que viven en contextos de desigualdad económica, desempleo y en zonas desfavorecidas.

Economic Inequality and Risk Behaviors of Young Immigrants in Spain.

The influence of economic inequality on the risk behaviors of young people - originating and immigrated - residing in Spain is analyzed. Risky behavior is analyzed using public data and files. Different risk behaviors were studied: a) rates of morbidity and mortality from accidents; b) crimes and misdemeanors against persons, property, health and public order and arrests and charges and victimization; c) self-reported accident rate in national and European health surveys. The data was crossed with those coming from their territorial context, referring to economic inequality (Gini index), unemployment rates and urban indicators of quality of life and deprived areas. Various multilevel analyzes were carried out, taking into account the aggregated levels and the individual data of the participants. The results showed that risk behaviors increased during adolescence and peaked in early youth, declining with increasing age. This was more pronounced in men than in women, in immigrants than in originating people, and in those living in contexts of economic inequality, unemployment and in disadvantaged areas.

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Factores Psicosociales de la Radicalización de los Jóvenes Inmigrantes en España.

Gomez-Jacinto, L. (University de Málaga, Spain), Hombrados-Mendieta, I., Salas-Rodriguez, J., & Del Pino-Brunet, N.

Se analizan los factores psicosociales de la radicalización de los jóvenes inmigrantes desde la doble perspectiva evolutiva y comunitaria: el análisis de los factores motivacionales desencadenantes de la asunción de riesgos en los jóvenes y el análisis del papel del sentido de comunidad en la integración social y la calidad de vida de los inmigrantes. Para ello se aplicó una encuesta a 250 jóvenes inmigrantes entrevistados personalmente sobre los motivos sociales fundamentales, la historia de vida, el sentido de comunidad, la identidad grupal, la integración social, la asunción de riesgos y la radicalización de opinión. Los resultados indican que las condiciones de exclusión social activan los motivos de competición grupal y de búsqueda de estatus. Una historia de vida pobre en relaciones familiares, amorosas, de amistad y comunitarias desemboca en una identidad incompatible con la del grupo cultural mayoritario. La escasez de sentido de comunidad hace difícil su integración social, especialmente durante la juventud, etapa en la que se dispara la competición social, sobre todo entre los varones. La competición grupal e intrasexual aumenta la asunción de riesgos, que se traducen en conductas disociales y agresivas y, en un contexto de extremización, desemboca en un proceso de radicalización actitudinal.

Psychosocial Factors of the Radicalization of Young Immigrants in Spain.

The psychosocial factors of the radicalization of young immigrants were analyzed from a dual evolutionary and community perspective: the analysis of motivational factors that trigger risk-taking in young people and the analysis of the role of the sense of community in social integration and quality of life of immigrants. To this end, a survey was delivered with 250 young immigrants interviewed personally on fundamental social motives, life history, sense of community, group identity, social integration, risk-taking and radicalization of opinion. The results indicate that the conditions of social exclusion activate the motives for group competition and the search for status. A life history poor in family, love, friendship and community relationships leads to an identity incompatible with that of the majority cultural group. The lack of a sense of community makes their social integration difficult, especially during youth, a time in which social competition is triggered, especially among men. Group and intrasexual competition increase risk-taking, which can translate into aggressive and dissocial behaviors and, in a context of extremization, could lead to a process of attitudinal radicalization.

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When Death Comes Near: The Decision-Making Process of Families regarding Life-Sustaining Treatment.

Jeong, A. (University of Utah, United States).

It has been one year since the Act on Life-Sustaining Treatment was enacted in South Korea. While preparation for the death of yourself or of your loved one is not a topic of explicit discussion in a Korean cultural context, the regulations imposed on the end-of-life care present a well of emotional turbulences in families. In this presentation, I want to share what I will have learned from the interviews both with family members who have to decide on behalf of their loved one and with medical professionals who deal with these loaded processes with families on a daily basis. As the first qualitative inquiry on the issue in the country, the study will provide ample insights for the future directions of both clinical practices and research frameworks.

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Learning how to Learn: A Training Program for Positive Interpersonal Relationship.

Ikeda, M. (Nanzan University, Japan).

Fostering positive interpersonal relationship is a core element in various types of prevention programs. These program contents, so called social skills training, are effective in preventing target behaviors or issues that each program aims to prevent. However, most of the social skills trainings have particular behaviors to be obtained; therefore, the skills acquired in those programs may not be comprehensive but be applicable only in limited or complementary environments. This presentation reports an interpersonal relationship training program which aims "to learn how to learn" positive interpersonal attitudes and behaviours. In this program, any desired behaviour is clearly instructed, but by providing a) a group task to interact with others, b) a worksheet to review the participants' behavior during the group task within themselves and c) a feedback session among the participants to scrutinize the effect of each participant's behaviour. Though those sequences, the participants can learn the behavior which is positively perceived by others, as well as how to observe, analyse and internalise the others' behavior into themselves. Quantitative and qualitative evaluation results indicate that the participants learnt the desired skills of interpersonal relationship, and those with higher learning skills increased more in comprehensive social skills.

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Kids' Well-Being: Classical Music After-School Programs in a High Poverty, Urban Area.

O'Connor, P. (Russell Sage College, United States), & Terenzio, M.

A regional symphony company's string quartet provides a daily, three-hour after-school, year-long program for middle school children in a high poverty, urban area. The program aims to enhance the well-being and potential life choices of these ethnically diverse students, enabling them to develop some expertise with their chosen string instruments. The program also facilitates meaningful employment and useful experiences for the string quartet members. We are currently evaluating the success of the program implementation using multiple methods, including *tracking* student participation to determine continued interest and persistence, *using Most Significant Change* to identify students' and string quartet members' assessments of the positive aspects of program implementation, and *interviewing* parents to measure their interest in, and support of, this after-school program. Other evaluative outcome strategies which will not be presented here include participants' level of instrument expertise, level of success in public performance performances, and intention to continue with their selected instruments. We will present initial results that will demonstrate the contributions of these multiple methods, particularly Most Significant Change, in evaluating this school-based program, and that will illustrate the self-identified importance of participation in this program by both students and the string quartet members.

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A Process of Teachers' Empowerment Creating the Collaborative Relationship within Organizations.

Ikeda, K. (Shigakkan University, Japan), & Ikeda, M.

Continuous organizational development, a critical step for successful program implementation, requires collaborative relationship among the members in organizations. To create such relationship within the organizations, the researcher conducted an action research introducing Getting To Outcomes (GTO)-based empowerment evaluation to five elementary schools in Japan to develop and improve their educational activities. Though a qualitative data analysis on interview, observation, etc., this study revealed the following process of how the organizations finally achieved the autonomous organizational improvement based on the collaborative relationship among the members. First, those school leaders (i.e., the school principals) who discovered their potential competency to improve their own organizations (i.e., schools) using GTO were empowered. Then, by supporting the teachers' use of GTO, those empowered leaders could create the organizational environments to promote teachers' empowerment and collaboration. Finally, those empowered teachers found the necessity and effectiveness of collaborative participation in the school organizations to improve their educational activities. Although a common path of the organizational development was observed in five schools, it is still not clear that how the individual-level empowerment seen in the school principals and each teacher is being established as an organizational empowerment, especially in Japanese schools where there are periodic personnel rotations.

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Assessing Voices: E-Cigarette Use a Dangerous Health Issue for Emerging Adults.

Lewis, R. (Wichita State University, United States).

We embrace the voices of emerging adults to create healthy and inclusive communities. E-cigarettes have become a serious health issue in the United States. Recently e-cigarettes have been linked with numerous deaths across the country. Despite the decline in cigarette use among American youth and young adults in the United States (U.S. Department of Health Services (USDHHS), 2012), there has been an increase in the use of alternative tobacco products (Centers for Disease Control and Prevention, (CDC), 2015). Many emerging adults believe e-cigarettes are less harmful than traditional cigarettes. The Surgeon General's report stated a product containing "nicotine is unsafe" (p.5). The purpose of this poster is to focus on creating inclusive cultures that create healthy communities for emerging adults. We examined the self-reported prevalence of e-cigarette use and attitudes toward e-cigarettes among college students in the Midwest of the United States. A total of 379 college students completed the survey. Overall, college students believe e-cigarettes are less harmful than traditional cigarettes: 46% strongly agreed compared to 32% who strongly disagreed with this statement. Females reported using e-cigarettes and Hookah more than males. Limitations, future research and recommendations of creating inclusive and healthy communities free from e-cigarettes will be discussed.

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Group Work for New Hospital Workers to Develop Workplace Human Relationships.

Ueno, M. (Wako University, Japan), & Ito, T.

A group work was conducted for hospital workers just entering, which was aimed at relieving their anxiety and helping them develop better relationships. The content of the program and its effects were investigated. Participants were new and mid-career staff working at a hospital (N=31, mean age=27.7). The brief Profile of Mood States (POMS) (Japanese Version) was administered as a pre and post-test and a questionnaire that included subjective assessment items, as well as impressions of group work, as the post-test. An analysis of POMS scores indicated a significant improvement in their mood. The effect sizes also indicated that the effects of group work are generally high, and that they are particularly useful for the group requiring consideration. Participants experienced better relationship in terms of universality, cohesiveness, acceptance (sense of safety), advice and meaningful engagement with other occupations according to the analysis of subjective evaluation of group work and textmining of impressions of group work.

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Relationship between PTSD and Social Support in Japanese Children in Fukushima.

Yamada, A. (Sophia University, Japan), & Hisata, M.

More than 8 years have passed since the Great East Japan Earthquake occurred. However, many children in Fukushima are still suffering psychologically. The purpose of this study was to investigate the relationship between mental health and social support in children who experienced the gigantic disaster. Participants were 203 children aged from 12 to 15 who go to junior high school located near the Fukushima Daiichi Nuclear Power Plant. In fact, more than 90% of those children remember that accident. They were asked to complete the questionnaire to assess post-traumatic stress responses and social support from father, mother, siblings, teachers, and friends. Results revealed that the score of Post Traumatic Symptoms Scale for Children (PTSSC) was higher than the cutoff point both in boys and girls. The score of PTSSC was strongly related to support from parents and friends in girls. On the contrary, in boys there were no significant relationships between the score of PTSSC and social support. We assume that the girls maintain their mental health by using support from parents and friends, but the boys might have been using different stress coping strategies.

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Psychological Factors that Predict Helping Behavior for People with Physical Disabilities.

Hisata, M. (Sophia University, Japan), & Ochiai, Y.

In this study we investigated psychological factors that could predict helping behavior for people with physical disabilities. A vignette which described a wheelchair user in trouble on the street was used. University students were asked 'If you saw this situation, what you would do?'. Then, they were asked to choose one of the followings: 1) Rush up to the person to help; 2) Ask the person if he/she needs any help; 3) Help the person after watching for a while if help is obviously needed; 4) Help the person if there is no one who could give him/her a hand; 5) Pass by as if nothing had happened. The answer to this question was treated as a dependent variable. After answering this first question, 299 students completed four psychological measures. Multiple regression analysis revealed that the most powerful predictor was "Too much concern for the person", followed by "Social skills". On the other hand, "Image of people with disabilities" and "Moral precepts" were not significant predictors. The result indicates that the Japanese culture influences helping behavior in the public situation where people pay too much attention to others' feelings and/or thoughts.

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Re-Understanding Gender Minority Stress in Transgender Health.

Tan, K. (University of Waikato, Aotearoa/New Zealand).

Relevance of community psychology principles to transgender people has been demonstrated since two decades ago. Despite the call to understand transgender health within social contexts that marginalise this population, there has been limited research to date that examines the role of societal stigma as a determinant of health inequities. The term "inequity" reflects a need to incorporate social justice perspectives in positioning stigma as the primary constituent of minority stress, which gives rise to increased prevalence of mental health problems among transgender people. Drawing on the Minority Stress Theory, this presentation will employ quantitative findings from the nationwide *Counting Ourselves: Aotearoa/New Zealand Trans and Non-Binary Health Survey* (n = 1,178) to identify the influences of minority stress on health inequities that transgender people face, as well as the moderation effects of protective factors such as family support on these negative influences. This presentation will also share insights on the research team's engagement with a community advisory group that comprises transgender people of diverse backgrounds in developing a community-informed survey. Finally, this presentation will suggest ways for community psychologists to work collaboratively with transgender people to design health interventions and eliminate sources of societal stigma through advocacy and policy reform.

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Subjective Well-Being and Perception of Exposure to Violence of Brazilian Children and Adolescents in Different Contexts.

Gehlen, G. (Universidade Federal do Rio Grande do Sul, Brazil), Bedin, L., Trentini, C., & Sarriera, J.

Subjective well-being is composed of cognitive and affective dimensions and refers to positive and negative affections and satisfaction with life. Children exposed to different types of violence, such as physical and verbal, can have their well-being levels impaired. The present study sought to understand the perception of exposure to violence in children from different social contexts, and check how different forms of these violences relates to they subjective well-being. Data from 600 children aged 8 to 12 Years were collected from public and private schools from a city in the south of Brazil. The instruments used were field diaries and observations registered while the participants filled out a questionnaire developed by the *International Survey of Children's Well-Being* (ISCWB). Data were analyzed with quali-quantitative method, and the results suggest that the different types of violence sensitized participants as they were pre-exposed to them. Children from suburban neighborhoods showed greater naturalization to violences such as "Curfew", "shootings" and "assaults", while children from central neighborhoods naturalize the violence between peers. Also, there were negative and significant correlations between some items of violence and subjective well-being. Mapping different perceptions of violence assists in the elaboration of interventions that strengthen and promote subjective well-being and the construction of healthy communities.

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Community College for Local Senior Citizens: The Meaning of the Learning Experience.

Inoue, T. (Wako University, Japan), & Ito, T.

Meiji Gakuin University and Minato Ward in Tokyo jointly have operated the Challenge Community College (CCC) for more than ten years in order to cultivate the leadership for local elder people after their retirement. More than 600 senior citizens have graduated from CCC one year course. The second author was involved in establishing and managing the CCC programs as a representative and educator. The present research revealed the impact of their learning experience by analyzing .essays written by those graduates by using text mining. The experiences of CCC were meaningful for the participants to lead positive ways of life and enriched life stories after their retirement. The ongoing study is to discover the voices of the graduates' meaning of life in the process of co-productive data collecting and discussion between the psychologists and the graduates.

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Tuberculosis Screening in Antenatal Cases in Tertiary Hospitals – A Descriptive Analysis.

Feroz Ali, R. (Interactive Research & Development, Pakistan).

Pakistan accounts for 7% of the global tuberculosis (TB) burden with prevalence among women of 4.3/1000. Health seeking opportunities for women in Pakistan are low. Antenatal visits provide an option for TB screening for women who otherwise may not access health services. The lack of existing mechanism for TB screening in maternal cases prompted this pilot program. The program aimed to assess feasibility of TB screening within the maternal population seeking antenatal-care, with the eventual goal to integrate TB screening into the standard maternal care. *Methodology:* Active case-finding for TB in pregnancy was phased into 6 tertiary care centers of Karachi. The verbal symptomatic screening was conducted on all attending pregnant women with collection of sputum samples in symptomatic women. GeneXpert test was performed on the collected samples. Sputum culture and shielded chest x-rays were also performed at 2 of the sites. Bacteriologically confirmed TB cases were linked to treatment with regular follow-ups. *Results:* TB symptom screening of 105,888 antenatal-cases was conducted between April-December 2017. A total of 2,986 (2.8%) women reported at least one symptom and 2,917 (98%) cases underwent diagnostic evaluation. A total of 27 newly diagnosed cases of pulmonary TB were identified. Twelve pre-diagnosed cases of pulmonary TB and 9 of extra-pulmonary TB were also enrolled in the study making it a total of 48 cases. Overall, 96% of cases were put on TB treatment. *Discussion:* Low TB prevalence (26 per 100,000) among pregnant women was found compared to the WHO 2017 estimates (234 per 100,000). *Challenge:* Verbal symptomatic screening followed by Xpert-testing is likely an insufficient case-finding strategy in high TB burden settings. Therefore, a multifaceted diagnostic approach which includes clinical examination, TB culture, and CXRs should be adopted. *Conclusion:* TB screening during antenatal visits provides an appropriate opportunity to identify active-cases among the maternal population and link them to treatment.

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Integración y Resiliencia: Una Perspectiva desde la Masculinidad Dominicana.

Nina, R. (University of Puerto Rico, Puerto Rico).

En el campo de la psicología uno de los mayores retos actuales es analizar la integración de las personas migrantes a la sociedad receptora, los procesos que se dan al insertarse a la nueva sociedad y el bienestar psicológico de los grupos implicados. Al considerar que Puerto Rico se nutre principalmente del corredor emigratorio Republica Dominicana-Puerto Rico, se llevoacabo el siguiente estudio con el objeto de poder conocer los procesos de aculturación y adaptación que asume el emigrante dominicano al integrarse a la sociedad puertorriqueña desde una perspectiva fenomenológica. Por lo que, se realizaron entrevistas profundas, a participantes del género masculino de nacionalidad dominicana que emigraron al país en las ultimas décadas del siglo veinte. Para el análisis de las narrativas se utilizo el modelo teórico de Berry (2001) sobre aculturación. Las entrevistas fueron transcriptas y analizadas, identificando diversos aspectos que influyen en el proceso de aculturación como: personalidad (optimismo), motivacionales (trabajo), satisfacciones (metas personales) y estrategias de adaptación (redes de apoyo). Además, se encontró que el género (masculino) y el momento histórico de la emigración son elementos significativos en el proceso de integración. Por lo que, se concluye principalmente que el proceso de adaptación fue positivo debido a su inserción en el trabajo. Lo cual tuvo un efecto en el bienestar psicológico de la persona, logrando una integración de manera adecuada con una meta en común: mejorar su condición económica. También, estos resultados muestran elementos de resiliencia como estrategias de adaptación de la comunidad dominicana, que requiere mayor análisis en futuros estudios. Se sugiere desarrollar futuras líneas de investigación desde la perspectiva del género femenino, y profundizar en los procesos de adaptación del inmigrante al integrarse a una nueva sociedad.

Integration and Resiliency: A View from Dominican Masculinity.

One of the challenges of the field of psychology is to analyze the integration process of immigrant populations. One such challenge is understanding the adaptation into the new society and the psychological wellbeing of immigrant populations. The following study was conducted in Puerto Rico, which is a receiving society for immigrants from Dominican Republic. The aim of the study was to understand the process of acculturation and adaptation that Dominican immigrants experienced from a phenomenological perspective. Interviews were conducted with Dominican males that immigrated in the last decades of the 20th century. To analyze interview narrative data we used Berry's (2001) theoretical model on acculturation. Interview data was transcribed and analyzed in which themes related to acculturation were analyzed. Such themes included personality (optimism); motivational (work); satisfactions (personal goals); and adaptation strategies (social support networks). We found that in the process of integration that being male and the historical time of immigration were significant factors in the process of integration. We also found that the process of adaptation and integration was also made easy due to employment. Work had a positive impact on immigrant's wellbeing and guided the goal of enhancing their economic situation. The results also showed resiliency strategies utilized by the immigrant community, which require future research. Future research needs to focus on the adaptation and integration process of immigrant women and deeper analysis of the process of integration of all immigrants.

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Experiences of Perinatally HIV-Infected Adolescents in Zimbabwe: Resilience and Coping.

Maseko, M. (Midlands State University, Zimbabwe).

Background: Adolescents in sub-Saharan Africa have been identified as a group vulnerable to HIV. Children born with perinatal HIV infection (PHIV) are reaching adolescence and young adulthood in large numbers. HIV seropositivity has a profound and lasting impact on physical and psychological wellbeing. *Methods:* Using a phenomenological design, data was collected from a homogenous sample of 8 participants (4 female and 3 male). Data analysis using interpretive phenomenological analysis protocols revealed a number of socio-ecological factors that promote resilience and attenuate the negative impact of HIV seropositivity. *Results*: Findings indicate that perinatally HIV-infected adolescents experience a number of challenges related to disclosure of infection by parents or significant others, stigmatisation by peers, and physical and psychological wellbeing. It emerged that internal assets as grit, cognitive capacity, personal and emotional coping and spirituality promote resilience processes. Family and community assets such as parent-child communication and involvement, peer and teacher support ameliorate the negative impact of HIV seropositivity. *Conclusions:* Findings suggest the need to move away from interventions that emphasise vulnerability and risk to also mapping out individual, family and community assets that facilitate resilience. There is a need for interventions that harness such socioecological factors to promote resilience and positive coping.

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Influence of Religiosity and Mental Health Literacy towards Help-Seeking Behavior among Muslims.

Tanaka, S. (Sophia University, Japan), & Hisata, M.

The Muslim population in the world will become the largest religious group in the near future, and this won't be the exception in Japan. However, there are few mental health services that exist for Muslims in Japan, due to the fact that Muslims may have a specific idea of mental illness and help-seeking behavior from the influence of Islamic background. The purpose of this study was to investigate the relationship among religiosity, coping strategies, and the perception of mental health problems. The participants included 10 Indonesian Muslims and 10 Japanese atheists: 5 males 5 females of each, aged 20s-30s. The semi-structured interview asked the participants about the presented vignette: A (depression) and B (schizophrenia). The data was categorized by using the original worksheets based on the pilot study. The result suggested that the participants who had lower mental health literacy hesitated to see the mental health professionals. This occurred in both Indonesian Muslims and Japanese atheists. Also, Indonesian Muslim tended to use religious coping since they captured the mental illness as a black magic or lack of religiosity.

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Does Western-Born Youth Mentoring Programme Function in Different Culture?

Watanabe, N. (Aichi Shukutoku University, Japan), Watanabe, K., & Imai, H.

Since 1990s, the mentoring movement has proliferated in Western "developed" countries. Youth mentoring programmes designed as social and/or educational policies have been justified by the following theoretical and practical relevancies: 1) Programme evaluation: There is evidence that a well managed mentoring programme functions as the factor to raise self-esteem, interpersonal relationship, academic performance of the youth (mentees); 2) Theoretical foundation: Various theories of social science, life-time development through bioecological model assert the indispensability of mentored experience in developmental process of human-beings; 3) Return of investment: compared with the other social policies, a youth mentoring programme's cost effectiveness is fairly high. In this presentation, we explore the Western-born youth mentoring programme's adaptability to a different culture. We pick up the case of a mentoring programme being implemented in Hiroshima, Japan, and take following approaches to answer the research question: 1) To critically review the Western-derived mentoring-related social, psychological, and educational theories and scrutinize their adaptabilities to youth mentoring programme implemented in Japan. 2) To conduct statistical analyses of the data collected by questionnaire survey to mentors, mentees, and their parents participating in the youth mentoring programme, and to do a content analysis of the qualitative diary-typed documents reported by the stakeholders.

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The Contact and Behavioural Tendencies with respect to Various Ethnic Minority Groups.

Meneghini. A. (University of Verona, Italy), Navas, M., Sanchez-Castelló, M., & Beluschi, G.

In Europe, the increasing number of immigrants and ethnic minorities seems to elicit aversive reactions in many people in the host country. However, these reactions may vary depending on the out-group. In order to develop integration and tolerant contexts and plan targeted interventions that promote hospitality and solidarity, it is crucial to investigate the behavioural tendencies of the majority group towards various different minority groups. 158 Italians participated and answered two questionnaires (one relating to an interpersonal behavioural tendencies scale and the other to quality of contact scale) to assess these variables with respect to four groups: Roma people from Romania, Italian Roma, Romanians and Moroccans. Preliminary results show that the participants have a predisposition/tendency to help (active and passive) or harm (active and passive) migrants, but the extent depends on the group. Moreover, these tendencies are related to the quality of any contact (in terms of pleasure, willingness, superficiality of interactions) with these groups. Positive contact seems to increase active willingness to help with regard to Moroccans and decrease passive harmful behaviours towards Italian Roma, and decrease active and passive harmful behaviour towards Romanians. Interventions in multicultural contexts should take these differences into account.

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Integrating Social Justice and Liberation in Early Childhood Education.

Cacnio, G. (Hana Early Childhood Center, United States).

Researchers, child psychologists, doctors and educators all agree that the children's first five years are crucial to the development of children. Early childhood education plays a critical role in the cognitive and socioemotional milestones of the child. However, curriculum developers and teachers give little or significant attention to the sociopolitical issues that negotiate teaching and learning in early childhood education. While social justice and anti-bias curriculum are seen to be important in education, this must be extended to early childhood education (ages three to five). Cultural, social and historical inequities and the teacher's own political bias and point of view and the teacher's capacity of relationship building must also be considered. Lev Vygotsky's sociocultural theory suggested that through social interaction we develop our understanding of the world. This exploratory project falls on the center of early childhood education, social justice and liberation and critical consciousness. This project discusses and offers guidelines and pedagogical approach on ways of integrating social justice and liberation in early childhood education. It illustrates different ways of integration of social justice and liberation in different levels of society to promote critical consciousness of both young children and preschool teachers. It encourages teachers to create and act on new traditions in early childhood education by integrating social justice and liberation discourse through emergent studies. The project asserts that the integration of social justice and liberation in early childhood education is a strategy in facilitating the sociopolitical development of preschool teachers. It asserts that equitable discourse contributes to leadership development and transformation of teachers. Utilizing popular education strategies, participatory action inquiries, and interviews and storytelling, we examine the effects of integrating social justice and liberation in the sociopolitical development of preschool teachers, personal and professional transformation of preschool teachers, and effects of social justice discourse and critical theories on young children.

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Empoderamiento de la Comunidad en Barrios de la Región de la Araucanía.

Zambrano, A. (Universidad de la Frontera, Chile).

El poder se relaciona directamente con el control sobre diferentes recursos (recursos físicos, materiales, humanos, intelectuales, financieros y los del propio ser) condicionando con ello las posibilidades que tienen las personas y comunidades de contar con oportunidades para desarrollar sus potencialidades, configurar su propio destino y ayudarse mutuamente (Vethencourt, 2018). Cuando las personas cuentan con poder tienen la posibilidad de actuar y provocar cambios en su entorno, pero cuando existen inequidades para acceder a los recursos y oportunidades se requiere favorecer procesos de empoderamiento. La región de La Araucanía presenta los peores indicadores de desarrollo humano del país, estableciéndose importantes desafíos para lograr el empoderamiento de las personas y sus comunidades. En la perspectiva de contribuir a fortalecer las capacidades en las comunidades de la región, hemos realizado un conjunto de investigaciones y procesos de acompañamiento técnico durante los últimos 15 años a organizaciones comunitarias en diversos barrios urbanos de la región de la Araucanía Chile que viven en condiciones de pobreza. Considerando los principales hallazgos obtenidos, en esta presentación, se analizan las dinámicas organizacionales y comunitarias que delimitan el potencial del empoderamiento en el espacio local, así como los desafíos para avanzar en estos procesos. En base a esta experiencia acumulada, se sugieren un conjunto de criterios metodológicos y recursos para favorecer y potenciar el empoderamiento de estas comunidades.

Community Empowerment in Neighborhoods of the Araucanía Region.

Power is directly related to control over different resources (physical, material, human, intellectual, financial resources and those of one's own being), thereby mediating the possibilities that people and communities have to have opportunities to develop their potential, configure their own destiny and help each other (Vethencourt, 2018). When people have power they have the possibility to act and cause changes in their environment, but when there are inequities to access resources and opportunities, it is necessary to favor empowerment processes. The region of La Araucanía experiences the worst human development indicators in the country, establishing important challenges to achieving the empowerment of people and their communities. With the aim of contributing to strengthening capacities in the communities of the region, we have carried out a series of investigations and technical support processes during the last 15 years with community organizations in various urban neighborhoods of the Araucanía Chilean region that experience conditions of poverty. Considering the main findings obtained, in this presentation, the organizational and community dynamics that define the potential for empowerment in the local space are analyzed, as well as the challenges to advancing such processes. Based on this accumulated experience, a set of methodological criteria and resources are suggested to favor and enhance the empowerment of communities.

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Prejudices and Values: An Italian Study on Attitudes towards Migrants.

Villano, P. (University of Bologna, Italy), & Passini, S.

The effects of intergroup contact on intolerance and discrimination have been a classical topic in social psychology. Research has indeed focused on how the coexistence of different cultures affects intergroup dynamics, particularly the processes that are related to tolerant versus biased attitudes towards other social groups. Based on the classic blatant-subtle Prejudice Scale (Pettigrew & Meertens, 1995), that suggested the existence of two distinct yet related types of prejudice expression in contemporary society (blatant, open and direct means of expressing prejudice, and subtle, covert and indirect behaviours that discriminate against a target out-group), the RIVEC Prejudice Scale was recently proposed, which assesses prejudice by way of five components: threat and rejection (Rejection), loss of intimacy (Intimacy), traditional values (Values), denial of positive emotions (Emotions), and cultural differences (Culture). In the present research, the application and validation of this scale in the Italian context is presented. Moreover, we analyse these dimensions as differently related to basic values, as measured by Schwartz (1992).

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Innovación e Implementación en Salud Pública Comunitaria: Aprendizajes de un Diseño E-Health.

Aracena, M. (Pontificia Universidad Católica de Chile, Chile), Calvo, C., Jana, D., Kopplin, E., Martínez, M., & Molina, M.

La puesta en efecto de políticas públicas supone disponer de una colección de herramientas técnicas que transforman las normativas en acciones concretas. Usualmente, estas acciones surgen de los saberes expertos en centros de investigación, los cuales posteriormente deben ser utilizados por los agentes en terreno. Muchas veces se omite su participación, lo que se evidencia en las características de las soluciones desarrolladas, específicamente en el caso del e-Health en Chile. A partir de la experiencia del diseño de una tecnología para el apoyo en Visita Domiciliaria reflexionamos sobre el aporte de las metodologías de diseño como los testeos de usabilidad y las iteraciones del design thinking. Esto pone en relieve la necesidad de un diálogo simétrico entre las influencias Top Down y Bottom Up respecto a las decisiones en la Salud Pública Comunitaria, lo que permitiría una mejor gestión de recursos y de información, y pareciera dar luces sobre cómo alcanzar la sostenibilidad de dichas soluciones.

Innovation and Implementation in Community Public Health: Learning from an E-Health Design.

Putting public policies into effect means having a collection of technical tools that transform regulations into concrete actions. Usually, these actions arise from expert knowledge in research centers, which must later be used by practitioners in the field. Their participation is often omitted, which is evidenced in the characteristics of the solutions developed, specifically in the case of e-Health in Chile. Based on the experience of designing a technology for home visit support, we reflect on the contribution of design methodologies such as usability testing and design thinking iterations. This highlights the need for a symmetrical dialogue between Top Down and Bottom Up influences regarding decisions in Community Public Health, which would allow better management of resources and information, and could shed light on how to achieve sustainability of such solutions.

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The Program Evaluation about the New Subject "Global Citizenship Education".

Ito, S. (Sophia University, Japan), & Mastukura, S.

Sustainable Development Goals (SDGs) were adopted in 2015 and the education for sustainable society is required. Ageo Higashi junior high school is one of the experimental public schools and conducts the new subject "Global Citizenship Education (GCE)". The purpose of this study was to investigate the effect of the lessons of GCE through comparing two schools (Ageo Higashi junior high school, and Ageo Minami junior high school which is regular public school located near Ageo Higashi junior high school). Participants were 969 students aged from 12 to 15. They were asked to complete the questionnaire to assess global citizenship awareness (23 items). As a result, students in Ageo Higashi junior high school scored higher on some items of global citizenship awareness than students in Ageo Minami junior high school. We assume that the lessons of GCE enhanced students' global citizenship awareness.

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Prevalence of Domestic Violence in Nigeria: An Ecological Theoretical Perspective.

Ayeni, F. (Michigan State University, United States).

Domestic violence is a prominent public health problem all over the world. While practical solutions are emerging, and promising strides are being made, the published reports of domestic violence are increasing in developing countries around the world. Specifically, in Nigeria, there continues to be an increase in the prevalence of domestic violence as many women remain in life-threatening situations with limited access to helping resources. This narrative review investigates the prevalence of domestic violence through an ecological theoretical perspective to discern how critical factors at multiple levels of analysis inadvertently contribute to the continued maintenance of domestic violence in Nigeria. Specifically, this review examines the factors influencing the incidence, perceptions, and justification of domestic violence in Nigeria using the Ecological Systems Theory (EST). Investigative findings highlight the key factors contributing to domestic violence are predominantly embedded in the individual, microsystem, and macrosystem levels. Individual-level factors include age, substance use, socioeconomic status, and level of education. Microsystem level factors include familial influences and friends as a social support system. Macrosystem level factors include legal, cultural and religious practices. The results from this review have useful implications for subsequent research and the development of culturally appropriate solutions to adequately address this problem.

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Sociodemographic Correlates of Prescription Opioid Abuse in Rural U.S. Communities.

Tacy, G. (Michigan State University, United States), Haight, P., & Anderson-Carpenter, K.

Since the 1990s, opioids have become the most prescribed treatment for pain conditions in the United States, which has been especially devastating for rural communities. Despite the growing interest in national and international efforts to address prescription opioid misuse, there is little research on the differential risks regarding to urban versus non-urban adults. Using data from the 2015-2017 National Survey on Drug Use and Health (NSDUH), we examined risk of prescription opioid misuse and abuse by sociodemographic factors, social determinants of health, and HIV serostatus. The study included a sample of 33,669 rural, non-institutionalized adults in the United States. Weighted multivariable logistic regressions indicate that rural adults living below the federal poverty line are significantly more likely to engage in past-year prescription opioid abuse and past-month prescription opioid misuse. Additionally, race/ethnicity was associated with increased risk of prescription opioid misuse and abuse. However, gender and HIV serostatus were not associated with either outcome. The results from this study have critical implications for additional research and may inform future policy and practice efforts to effectively address the growing opioid crisis.

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University-Community Collaboration with the Homelessness Research & Action Collaborative.

Leickly, E. (Portland State University, United States), & Townley, G.

I will be sharing my experiences as a graduate research assistant with a new research center at Portland State University (PSU). The Homelessness Research & Action Collaborative (HRAC) brings together interdisciplinary expertise of faculty and staff at PSU with advocates, service providers, people experiencing homelessness, and policymakers. This summer I worked on three distinct projects: 1) interviewing residents at a tiny home village for women transitioning out of homelessness; 2) teaming up with Street Roots vendors to gather feedback from people experiencing homelessness on a pilot program providing an alternative to 911; and 3) assisting a grassroots tenants organization in surveying low-income renters. Each project addressed a unique facet of the housing and homelessness challenges faced by the residents and the city of Portland and was able to engage different subgroups of the diverse houseless and low-income population. Some projects worked toward first-order housing solutions, and others prepared to push for second-order policy change at the state level. University-community collaboration took different forms for each project. These projects provide an opportunity to reflect on the role of HRAC in Portland's dynamic world of housing and homelessness advocacy and policy.

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A Community-Informed Gaming App to Improve HIV Outcomes: A Pilot Study.

Emig, C. (Michigan State University, United States), Anderson-Carpenter, K., & Haight, P.

Medication adherence is a substantial barrier to positive health outcomes, and studies suggest that adherence is markedly lower for people living with HIV (PLWH) than for other adult populations. The advent of technology-based applications has reduced some barriers for PLWH to gain knowledge about HIV prevention and build self-efficacy in engaging in HIV care. However, most extant literature does not consider the contextual factors for semi-urban and rural communities. Based on preliminary data, the aim of this pilot project is to develop and examine the utility and feasibility of a game-based mobile app for: (a) HIV medication adherence; (b) HIV education; and (c) coping skills for HIV stigma. Based on preliminary findings from community members, we recruited semi-urban and rural adult PLWH aged 18 and older throughout Michigan to participate in an 8-week, gaming-based app program about HIV prevention, treatment, and stigma-reducing strategies. Participants represented various racial/ethnic groups, gender identities, sexual orientations, and socioeconomic statuses. The app features included gaming trivia for HIV facts, a customizable calendar feature to remind participants to take their medications, and resources on developing coping skills for HIV stigma. Participants noted an appreciation for having their perspectives included in the development, thus highlighting the importance of integrating community voices in technology-based tools prioritizing marginalized groups.

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The Western Bulldogs Community Foundation GOAL Pilot Program: A Values-Based Evaluation.

Keast, S. (Victoria University, Australia).

The GOAL mentoring program is part of the Western Bulldogs Community Foundations African Action Plan, and commenced in February 2019. The pilot of the GOAL program was a twelve-week initiative where high school students were paired with a Western Bulldogs player and community mentor to increase student engagement and provide information about employment and training pathways and opportunities. It also aimed to build a number of interpersonal and personal skills through the use of mentoring, workshops and a goal setting agenda. A series of meetings between key GOAL staff and researchers were held prior to the commencement of the program where important conversations arose about the values that needed to be a part of the evaluation process: values that would honour the community consultations, respect and promote the voices of young people from the African-Australian diaspora, and address the requisite policy directions. From the outset, WBCF staff and researchers recognised that concepts and measures utilised for more traditional program evaluation may not be able to meet these values. And so collaboratively, an evaluation was created to not simply measure outcomes or impacts, but to generate rich, informative data that could inform future iterations of the programs.

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Stress, Mental Health, and Substance Use among Young South Asian American Adults.

Krishnaswami, A. (Michigan State University, United States), Anderson-Carpenter, K., & Haight, P.

Mental health issues among South Asian Americans aged 18-24 in the United States (US) are as prevalent as Caucasian Americans with mental health issues and disorders. However, the stigma associated within the South Asian population known as the "model minority" may contribute additional mental stress and could lead to negative health outcomes. South Asian Americans are often counted with other Asian populations and little data can be found regarding the sub population's mental health disparities and treatment. Further exploration is needed about mental health of south Asian Americans to identify (1) what mental health disparities are prevalent; (2) what coping strategies are most prevalent for those with mental health disorders; (3) how is treatment utilized; and (4) what barriers exist to engaging in mental health treatment in the US. This study examined associations between psychosocial stressors, mental health, mental health stigma, and substance use among young South Asian American adults. Results indicated nuanced differences between subgroups of young adult South Asian Americans. Overall, the study's results highlight the need for more concentrated investigations into the influencing factors of mental health among various South Asian American young adult subpopulations.

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(In)Commensurable Governance: Feasibility of Indigenous Participatory Evaluations in Tribal and Federal Settings.

Castro, M. (Michigan State University, United States).

Whitestream participatory paradigms have been criticized for interpolating Indigenous participants into settler nation-state governance (Dhillon, 2017). In response, Indigenous and non-Indigenous scholars have conceptualized Indigenous participatory paradigms to counter hegemonic control of this powerful tool for praxis (Mariella, Brown, Carter, &Verri, 2009; Bowman, Dodge-Francis, &Tyndall, 2015). In the context of evaluation, Indigenous paradigms problematize how participatory evaluation methods can support or create governance structures (i.e., formal or informal processes with the authority to enact policies, decisions, or actions for a community, people, or nation) through the solicitation of community representation, presentation of evidence, acquisition/removal of resources, and determination of appropriate actions (Cavino. 2013). While Indigenous participatory evaluations have been studied in the context of tribally governed spaces with regards to their capacity to facilitate sovereignty (e.g., Bowman, 2017), there are no studies evaluating their implementation and efficacy in federally governed settings. Moreover, it is necessary to assess how the implementation of Indigenous participatory evaluations are affected by the governmental affiliation of partners. The current study examines how the satisfaction with, and feasibility of, two Indigenous participatory evaluations of separate climate science workshops were moderated by the primary governmental affiliation of the event directors.

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Fielder, J., Roberts, J., & Abdullah, J. (2000). Research with Indigenous communities. In P. Dudgeon, D. Garvey & H. Pickett (Eds.), *Working with Indigenous Australians: A handbook for psychologists* (pp. 349-356). Perth, Australia: Gunada Press.

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