



IV^a Conferencia Internacional de **Psicología Comunitaria**
IVth International Conference of **Community Psychology**

comunidad y política en un mundo en crisis:
repensando la acción comunitaria en el nuevo siglo

community&politics in a world in crisis:
rethinking community action in the new century



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Facultad de Psicología - Universidad de Barcelona

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IVª Conferencia Internacional de Psicología Comunitaria
Departamento de Psicología Social de la Universidad de Barcelona
Departamento de Psicología Social de la Universidad Autónoma de Barcelona



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to enhance quality of local education (through youth programs, hunting/fishing summer-camps, art workshops, sport); (2) 50% decrease in violence, domestic violence, criminality, and suicide (through multi-family support workshops, sexual education, alcohol abuse rehabilitation, and cultural events); (3) to increase transparency in public administration (through local radio, open access to counseling, and information); (4) to abolish child neglect (through community meetings, motherhood groups, parents association, a council for children, a family centre). During 4 years the impact of the program has been studied quantitatively (statistics, surveys on violence, social services, and social network) and qualitatively (interviews (202 citizens and 82 professionals) and extensive participatory observations). Prospective designs and controls through comparison to comparable cities in Greenland are applied to document the role of the program in the found positive changes in the community. The methodology and results of the research on the program will be presented and discussed.

C011.3

Social support, personal competencies and community intervention in higher education students.

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The higher education academic context can increase the exposure of young people to the needs and health risks. The World Health Organization offers programs teaching life skills in order to develop adaptive and socially appropriate behaviors in children and young people in order to enable them for the challenges of everyday life. Taking into account the need to know the risks and protective factors, ie, individual attributes, situational, environmental and social increase or reduce the probability of a certain problem, or illness in young students is the aim of this investigation. The correlational study in a proportionate stratified sample by course and school includes 272 male students (40.5%) and 400 female students (59.5%), totaling 672. Results: concerning the satisfaction of social support there were higher average scores; personal competencies the results were moderate to high. Also, the correlations obtained between the factors studied are statistically significant. There were also statistical significance in terms of academic variables. The inevitable changes of this evolutionary stage, it is concluded by the reinforcement of self-protective behaviors: in response to individual cases flagged and interventions in promoting student organizations and other community school.

C011.4

Paamiut Asasara: community based social action learning for social ecological resilience.

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The paper presents the results of the community mobilisation programme Paamiut Asasara in Kalaallit Nunaat (Greenland) and discusses supportive factors for the results. Paamiut Asasara is built on local values and visions and is conceived, established and implemented by the local people - and it shows remarkably results. Crime has dropped by 45% in the first 4 year period of the programme - in Greenland in total crime dropped by 3% in the same period of time. Domestic violence has decreased by 47% - in Greenland in total by 17%. The social support network is perceived as much better now than at the start of the programme. Compared to 2006 the level of perceived social support has increased by 84 % in our 2011 survey. The paper will present our social action learning theory as a framework for understanding the results. The theory conceptualises how social support is built in daily life as an on continuous production of a less exploitative and violent social context, i.e. community resilience. The social action learning theory encompasses learning as a discursive, social, and material production of capacities for coping with adversities coming from the environment (including climate change) and/or economic and political forces.

C011.5

Suicide prevention in Child and Adolescent Mental Health Services. The psychological burden of risk assessment as perceived by therapists.

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Youth suicides represent a challenge for all European societies as one of the most common causes of death among the young. Most prevention programmes being dominated by an individual medical perspective, / a change in discourse within suicidology can be helpful to address the challenges (Dyregrov, 2008). Attitudes to working with suicide prevention have been studied (Hjelmeland and Knizek, 2010). Recent developments within research have given more attention to assumptions held by the clinician concerning what works in prevention (Larsen, 2010). This study explores the associates of mental burden to clinical work with suicidal adolescents, using a 42 item questionnaire (Carr, 2008). The 76 mental health care therapists answered (66% response rate) questions about their competence related to suicidal adolescents, and their coping strategies such as consultation, training and support from colleagues. 16 % of all therapists had experienced losing a patient by suicide. Most clinicians (68%) perceived clinical risk assessments as a mental burden although 82%