

9th Conference and Workshop
in Community Psychology
in Slovakia 2022
28th - 29th November 2022

BOOK OF ABSTRACTS



FACULTY OF SOCIAL
AND ECONOMIC SCIENCES
Comenius University
Bratislava

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Comenius University in Bratislava, Slovakia, 2022

Conference and Workshop Community Psychology in Slovakia 2022

28.11. – 29.11.2022

Place:

Faculty of Social and Economic Sciences, Comenius University in Bratislava,
Mlynské luhy 4, 821 05 Bratislava, Slovakia

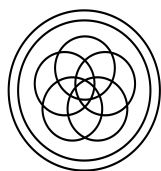
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Comenius University
Bratislava



SCRA
SOCIETY FOR COMMUNITY
RESEARCH AND ACTION



COMENIUS
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conference room
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1st floor

MORE INFORMATION

www.fses.uniba.sk/pracoviska/ustavy/uap/komunitna-psychologia-na-slovensku/

<http://www.scra27.org/>

<http://www.ecpa-online.com/>

CONFERENCE COMMITTEE

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doc. Mgr. Elena Lisá, PhD.

doc. Mgr. Lenka Sokolová, PhD.

Mgr. Karin Černická

9th Conference and Workshop in Community Psychology in Slovakia 2022

CONFERENCE PROGRAMME
Monday, 28th November 2022

9.00 - 9.10 Opening ceremony

doc. JUDr. PhDr. Lucia Mokrá, PhD.

(Dean of the Faculty of Social and Economic Sciences, Comenius University in Bratislava)

prof. Mgr. Júlia Kanovská Halamová, PhD.

(Head of the Institute of Applied Psychology, Faculty of Social and Economic Sciences,
Comenius University in Bratislava)

SESSION 1 (Chair: Elena Lisá)

9.10 - 9.40 Motivation of all participants of Teach for Slovakia program

Lucia Branikovičová

9.40 - 10.10 Community Arts: Theater as a tool to promote empowerment settings

Ruben David Fernández-Carrasco, Moisés Carmona Monferrer

10.10 - 10.40 Xenia: A service learning programme inside university

Moisés Carmona Monferrer, Ruben David Fernández-Carrasco

10.40 - 11.10 coffee break

SESSION 2 (Chair: Andrea Madarasová Gecková)

11.10 - 12.10 Workshop: How could we promote mental health of health care workers?

Health care workers deserves psychologically safe work environment. How ERNST (The European Researchers' Network Working on Second Victims) could contribute?

(Sofia Guerra Paiva)

What we know about interventions which could promote mental health of workers in helping professions? (Júlia Kanovská Halamová)

12.10 - 12.40 Educational materials for increasing awareness on the second victims' phenomenon impact on patient safety. The ERNST's case studies

Sofia Guerra Paiva, José Joaquín Mira Solves, Reinhard Strametz, Joana Fernandes, Irene Carrillo, Bojana Knezevic, Sandra Buttigieg, Paulo Sousa

12.40 - 14.00 lunch break

SESSION 3 (Chair: Martina Baránková)

14.00 - 14.30 Community Psychology and Migrant Justice

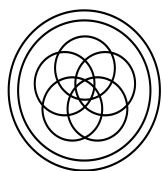
Francesca Esposito, Dora Rebelo, Bradley Olson, Moshood Olanrewaju

14.30 - 15.00 Analysis of Action Units, Voice Units, and Emotions in High and Low Self-Compassionate Participants during Self-Criticising

Viktória Vráblová, Júlia Kanovská Halamová

15.00 - 15.30 University course as an inclusive community: Content analysis of students' perceptions

Karin Černická, Lenka Sokolová



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Mgr. Karin Černickaja

9th Conference and Workshop in Community Psychology in Slovakia 2022

CONFERENCE PROGRAMME
Tuesday, 29th November 2022

WORKSHOPS AND PRESENTATIONS OF COMMUNITY ORGANIZATIONS

9.00 - 10.00 MAREENA

Barbora Harmatová

10.00 - 10.15 coffee break

10.15 - 10.45 STARÁ JEDÁLEŇ

Anna Karako

10.45 - 11.00 coffee break

11.00 - 12.00 LIGHT UK

Julián Vrábel, Júlia Sirotiaková

12.00 - 13.30 lunch break

13.30 - 14.30 OZ ODYSSEUS

Dominika Jaseková

14.30 - 14.45 coffee break

14.45 - 15.45 ULITA

Dominika Goghová

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Motivation of all participants of Teach for Slovakia program

Lucia Branikovičová
Trnava University in Trnava

As the title of the paper implies, the aim of this study is to clarify and present the motives of the Teach for Slovakia participants. In this paper, we will focus on finding out what their motivations were for joining the programme and what led them to participate. We conducted four semi-structured interviews with three participants who were in their first year in the program in the 2021/2022 school year. The questions focused on their motivations. Participants kept a diary during the year. For completeness of the diary data, we chose a specific participant as the research sample who participated in the entire research. We analyzed word frequency and feelings (positive, negative or neutral) with the VADER algorithm. One participant quit the program after three months; the replacement participant was part of the research from the second half of the school year. The motivation of the male and female participants in the Programme is very high at the beginning of the school year; they want to bring new ideas to the school, gain experience and move education in a new direction. However, due to school duties and various assignments from the Programme, their motivation decreases, which can lead to them dropping out of the Programme early. The work of a teacher is demanding, which is experienced by several participants in the programme each year. Their comments indicate a positive perception of the mentors cooperation, which includes regular meetings, support and problem solving. The mentors of the programme are mostly former participants. The results of the qualitative study provide insights in terms of the lived experiences of the Programme participants and make recommendations for potential research and practice. The data are discussed in the context of teacher socialization.

Keywords: motive, motivation, socialization, Teach for Slovakia, teacher

Xenia: A service learning programme inside university

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Interaction and Social Change Research Group - Barcelona University

Xenia is a project funded by the Erasmus+ 2019 call and its objective is to generate an index to measure the participation and integration of the LGTBQ+ community in European universities. From the GRICS (Interaction and Social Change Research Group) of the Faculty of Psychology of the University of Barcelona, we have taken advantage of the framework of the Xenia project to promote community actions in our Faculty, in the form of service-learning programs. To do this, during the 20-21 academic year, we carried out a diagnosis of the experience lived by members of the LGTBQ+ collective. And during the academic year 21-22 we have been developing actions in the Faculty to facilitate the participation and integration of this group. We want to present in this communication how we have developed this initiative over the last two years, specifically: 1. The relational strategy carried out to involve the different actors involved in the community life of the Faculty (management, faculty, students) in order to be able to speak of a community action that involves the different groups that participate in community life. 2. The design and implementation of the community action carried out: a. The diagnosis (online) carried out during the confinement caused by covid 19. b. Actions for the participation and inclusion of the LGTBQ+ collective in the Faculty of Psychology of UB. c. The participatory structure to carry out community action (action-research team, main group, etc.). d. And the assessment of the participants in this initiative.

Key words: service-learning, Higher Education, LGTBQ+

Funding: EACE - Education, Audiovisual and Culture Executive Agency (EACEA) - 612126-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN

University course as an inclusive community: Content analysis of students' expectations

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University communities are becoming more diverse than we experienced. This diversity refers to individual experiences, and social and educational needs of students. These may arise from their gender, age, language, religion, race, disability, health conditions (including mental health issues), socioeconomic conditions and others. Universities around the world are challenged with the need to identify and reduce barriers that may prevent students from access to and full participation in higher education. The perception of a university as an inclusive community, where individuals with diverse social and educational needs are welcomed and respected, is relatively novel. This study aims to explore higher education students' perceptions of an inclusive higher education course and university. Participants in the study were 52 psychology students at Bachelor's level. Their written reports were analysed using qualitative inductive content analysis. Besides the institutional support (including e. g., barrier-free access or the availability of compensatory aids), university educators seem to play a crucial role in developing inclusive communities in their courses. We discuss our findings in the context of university setting and psychology education.

Key words: inclusive education, higher education, course design, students' perception, content analysis

Funding: VEGA 1/0119/21, UK/120/2022, KEGA 035UK-4/2022

Community psychology and migrant justice

Francesca Esposito

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Dora Rebelo

CRIA, ISCTE-IUL, Lisbon, Portugal

Bradley Olson

Moshood Olanrewaju

National Louis University, Chicago, US

Natural and neocolonial influenced human catastrophes have led to increasing numbers of people crossing transnational borders, seeking sanctuary and a better life. Whole migrant communities are exposed to a range of abuses from their countries of origin to their eventual destination, where they also find anti-immigrant sentiments and hostile government policies to face. This situation has generated an urgent need to find more sustainable and just responses that attend to the rights of all people. While there is a strong need for psychological services in this field, the approaches tend to be excessively clinical, diagnostic, and individualistic. Furthermore, psychologists are often engaged within inadequate settings which are guided by bureaucratic and oftentimes cruel policies – immigration detention centres being an example. Given our moral and professional responsibilities as psychologists in general, and community psychologists in particular, the questions we would like to address in this creative session are: How can we better centre ‘justice’ in psychological work with people on the move and those racialised as migrants? How can we move beyond assessing individual distress to the recognition of the multi-level complexity of societal justice and injustice? How do we better collaborate to privilege the voices of those most affected by border violence? To achieve our goals, we will rely on creative tools and strategies. In particular, we will share audiovisual content and artwork produced by people who have experienced border violence with our audience, in order to encourage discussion.

Key words: psychological service, border violence, migrant justice

Community Arts: Theater as a tool to promote empowerment settings

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Jacob Levy More (1948) started a tradition within psychology, drama as a tool for therapy and psychosocial change. Nowadays, applied theater has become a powerful tool to unfold psychological and social change. How community psychologist can use drama-based interventions? Can drama methods play a role in psychological empowerment oriented actions? This communication aims to address the issue about how an intersection among drama, empowerment and community action can play an amazing role to do what community psychologist DO.

Key words: drama, empowerment, psychology, community

Educational materials for increasing awareness on the second victims' phenomenon impact on patient safety. The ERNST's case studies

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Universidad Miguel Hernández

Introduction: Supporting second victims (SV) enable to improve patient safety. Training healthcare professionals and academics on SV support programs is the main goal of ERNST Training School (TS).

Aim of the study: To validate educational materials and a structured methodology for training on SV phenomenon based on the case study methodology.

Methods: In this study we adopt on a iterative approach for the application of case study methodology in a three intensive days of training on SV phenomenon. We apply online surveys to evaluate the TS materials and to understand the participants profile. We also develop a focus group discussion for evaluation of overall organization and to understand the differences in participants perceptions about SV phenomenon after attending the TS.

Results and Discussion: In total, 20 participants from 12 countries were present in the ERNST TS for intensive training on SV phenomenon. Most of participants were <40 years old and female. Prior to first contact with ERNST, 63,2% (n=12) of the participants were aware of the term “second victim” and 50% (n=10) of the participants already suffered such trauma in course of their professional career in healthcare. In overall, participants found the methodology of the TS activities adequate and suitable to the clinical practice. Training materials were considered essential support resources for the learning process, giving practical examples and realistic scenarios. Participants valued muldisciplinary discussion of practical cases, that gave them resources to promote and implement SV support programs in their institutions. The educational materials developed meet recommended lines of action and have the appropriate conditions to extend their use to open training activities on the impact on patient safety of the SV phenomenon.

How could we promote mental health of helping professionals? (WORKSHOP)

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Health care workers deserves psychologically safe work environment. How ERNST (The European Researchers' Network Working on Second Victims) could contribute?

Sofia Guerra Paiva

Vast majority of physicians had been involved with a near miss, minor error, or serious error during his or her career. These experience, if not managed well, and particularly happening not in psychologically safe environment might seriously endangered quality of health care and patient safety via deterioration of mental health of health care workers and his/her work capacity. The European Researchers' Network pursues to enhance the resilience of the healthcare workforces in stressful situations and is represented by experts from 40 countries. This network seek to open a scientific, technical and social debate in order to share knowledge and experiences with the aim of contributing to patient safety. Researchers from various countries are collaborating to review conceptualization of second victim phenomenon, evidence-based interventions, and metrics and instruments from other industries. They try to develop feasible interventions, train professionals and implement cultural, legal or educational changes. Moreover, they aim to explore facilitators and barriers of change. All this effort is done to achieve legal, technical and social changes to install a pro-active safety culture, convinced that when professionals feel supported and capable of facing their tasks, the quality in healthcare increases.

Key words: psychological safety, second victims, resilience, health care workers

What we know about interventions which could promote mental health of helping professionals?

Júlia Kanovská Halamová

A condition for full participation in the work process, the application of human potential and the achievement of benefits for society is the creation of suitable conditions on the part of the employee, the employer, but also the work itself. With this ambition, the research effort tries to reveal what contributes to and what threatens psychological safety and performance in the workplace and looks for ways to support sources of stress management, interpersonal interaction in the workplace. Special attention is focused on development, implementation and assessment of interventions utilizing Emotion Focused Therapy findings aimed at increasing self-compassion, self-protection, and reducing self-criticism and compassion fatigue. Moreover, technological development enables affordable and effective solutions for mental health issues. Utilization of virtual reality, online applications, mobile apps, and gamification was explored as well with respect to compassion fatigue as a condition characterized by emotional and physical exhaustion leading to a diminished ability to empathize or feel compassion for others, often described as the negative cost of caring.

Key words: mental health, emotion focused training, compassion fatigue, helping professionals

Funding: VEGA 1/0075/19

Analysis of action units, voice units, and emotions in high and low self-compassionate participants during self-criticising

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Higher self-compassion people are happier; healthier; stay motivated longer; have a higher level of life satisfaction; experience less anxiety, depression and they can better process negative emotions (such as guilt or shame) or deal with self-criticism. Considering that the previous research studies analyzed mainly subjective statements of people soothing themselves after self-criticising, the aim of the research was to analyze voice and facial units on the low and high self-compassionate participants during self-criticising and compare them. Sample was selected based on Slovak norms from “Emotional/Behavioural Compassion to self” factor of the Sussex-Oxford Compassion for Self Scale. Low self-compassionate participants consisted of 8 men and 12 women and high self-compassionate participants consisted of 7 men and 12 women. Recordings of our participants soothing themselves after self-criticising were analyzed with the use of Praat and iMotions software. Statistical analysis was done in program R. We found that angry and sad facial expressions were more frequent for high self-compassionate participants. Pitch (voice expression) and action units (facial expressions) were not significantly different between high and low self-compassionate participants. These findings should be further investigated and could be valuable for anybody aiming to diagnose either low or high self-compassionate people.

Key words: action units, emotions, self-compassion, self-criticism, two-chair technique, voice units

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