“A Two-Way Street: Social Issues & Social Psychological Research”

Organized by the Department of Psychology & the Centre for Social Issues Research

ABSTRACTS
The Department of Psychology and the Centre for Social Issues Research, at the University of Limerick, welcome you to the 2nd Conference on Social Psychology in Ireland.

This year’s theme is “A Two-Way Street: Social Issues & Social Psychological Research” and our main aims are to provide a forum for applied social psychological researchers to present their contribution to relevant social issues, and to establish links and facilitate dialogue between psychologists and practitioners in community and governmental organizations dealing with social issues.

We are delighted with the participation of senior and junior researchers from four different fields of social psychology: intergroup relations, political psychology, health psychology and community psychology. We are thankful to the representatives of public organizations for responding so promptly and enthusiastically to our invitations to present their activities during our conference. We invite you to enjoy the two-day “traffic on the two-way street” between academic research and the activities of practitioners dealing with various social issues.

Thank you for joining us!

The C-SPI 2011 organization team:

Conference Chair: Anca Minescu  
Conference Co-Chair: Dr. Eric R. Igou  
Session Chairs: Mary Beth Gallagher, Dr. Stephen Gallagher, Dr. Ronni Michelle Greenwood, Carmel Joyce, Dr. Clifford Stevenson & Nigel Vahey  
Assistants: Julie Dorgan, Darren Leamy, Branagh O'Shaughnessy, Kathryn Ryan, Warren Tierney  
Technical Support: Sarah Meaney
Section on

Immigrant & Indigenous Minorities
Title: Belonging to the nation: meanings and determinants of immigrants' national identification

Keynote speaker: Professor Maykel Verkuyten, European Research Centre on Migration and Ethnic Relations, Utrecht University, The Netherlands.

Notes:
1. **Examining the nature and functions of a new national identity: Comparing recent Immigrants to Canada with the native-born.** Professor Peter Grant (University of Saskatchewan, Canada)

2. **Inclusion of others in the self: Identities and intergroup attitudes on the Italo-Slovene borderland.** Marianna Kosic (Slori- Slovene Research Institute, Trieste, Italy)

3. **For the good and for the bad: The role of superordinate categories in intergroup relations.** Sven Waldzus (Department of Social Psychology and Organizations, ISCTE-IUL, Portugal)

4. **Group-driven aggression toward minority figures a test of the frustration-aggression hypothesis in groups, and applications to the dynamics of prejudice.** Netta Weinstein (University of Essex, United Kingdom)

5. **Do children’s emotions count? The role of affect, above and beyond cognition, as predictor of children’s intra- and inter-group intentional contact.** Leyla De Amics (Kingston University, London, United Kingdom), Robin Banerjee (University of Sussex, United Kingdom) & Rupert Brown (University of Sussex, United Kingdom)

6. **Understanding dropping-out from compulsory primary education: a special case of migrated children in Turkey.** Zeynep Cemalcilar & Fatoş Gökşen (Koç University, Istanbul, Turkey)

7. **Presentations of organization representatives.** Brigid Quilligan (Assistant Director- Irish Traveller Movement, Ireland) & Jacques Lobe (Limerick NCP Development Worker, New Communities Partnership, Ireland)
Title: Examining the Nature and Functions of a New National Identity: Comparing Recent immigrants to Canada with the Native-born

Authors: Professor Peter Grant (University of Saskatchewan, Canada)

Named presenter: Peter R. Grant

Abstract: A sample of recent migrants to Midwestern Canada (N = 403) were compared to a sample of university students (N = 465) who had lived in Canada for all (74.8%) or most of their lives. The migrants came from Africa or Asia as adults (36.6 years) with their families and were of Christian (39.7%) or Muslim (27.8%) faith, whereas the students were young (20.8 years), Christian (63.4%), and White (87.4%). Respondents from both samples completed a questionnaire concerning their Canadian identity and their acculturation into Canadian society. Using the multi-dimensional Immigrants’ Canadian Identity Scale (Grant, 2007), the results showed that the Canadian identity of recent immigrants and native-born Canadians are quite similar and that being Canadian means belonging to Canada, having citizenship rights and responsibilities, having civic and cultural freedoms, and being multicultural. As expected, the native-born were significantly more integrated into Canadian society and had more positive attitudes toward Canadians, whereas the migrants were significantly more likely to say that there was discrimination against immigrants, both generally and by employers. For migrants, but not native-born Canadians, identification with Canada was associated with integration into their heritage culture and the strength of their cultural identity. As well, the more the migrants believed that immigrants-in-general are discriminated against and that their cultural identity is under threat, the less they felt Canadian. These results are discussed in relation to the Canadian context in which most immigrants acculturate to Canada and become citizens, even though they experience significant degrees of exclusion. This presentation is also relevant to political identities and conflict and to community challenges (the integration of skilled immigrants into the Canadian labour force).
Title: Inclusion of others in the self: identities and intergroup attitudes on the Italo-Slovene borderland.

Authors: Marianna Kosic (Slori- Slovene Research Institute, Trieste, Italy)

Named presenter: Marinna Kosic

Abstract: The paper presents an analysis of multiple identities and out-group attitudes among minority (national and immigrant) and majority groups on the Italo-Slovene borderland, considered a multicultural and multilingual “natural laboratory” to study ethnic and national identification, intergroup dynamics and social integration processes. These issues were approached combining quantitative (415 questionnaires) and qualitative (56 indepth interviews) methods, using as main theoretical frameworks the Social Identity, the Self-Categorization Theories and Social Identity Complexity Theory. The study (Kosic, 2010 and ongoing with an expanded dataset) aimed to explore whether complex (vs. simple) ingroup identification in minority and majority members is related to inclusiveness (inclusion of others in the self) and outgroup orientation. It also examined what the different groups perceived as most important national identity markers and acculturation requirements. Conclusions stimulate reflections on the potentials of complex and multiple social identifications in fostering personal and community well-being, inclusion and positive intergroup attitudes.

Notes:
Title: For the good and for the bad: The role of superordinate categories in intergroup relations

Authors: Sven Waldzus (Department of Social Psychology and Organizations, ISCTE-IUL, Portugal)

Named presenter: Sven Waldzus

Abstract: Intergroup relations do not exist in a social vacuum. Often superordinate categories (SCs) that include the ingroup and the outgroup provide the meaningful context that informs social identities. Such SCs, if accepted as social identities, have been shown to work as a remedy for intergroup conflict by research on the Common Ingroup Identity Model. More recently, however, research on ingroup projection has shown that SCs also serve as a framework for intergroup comparisons and competition when they are understood in an ethnocentric manner. I will present and discuss findings of more than 10 years of research on ingroup projection, which have accumulated some deeper insights in the determinants, processes and motivations of ingroup projection and allow for a deeper understanding of the role of SCs in intergroup relations.
Title: Group-driven aggression toward minority figures: A test of the frustration-aggression hypothesis in groups, and applications to the dynamics of prejudice

Authors: Netta Weinstein (University of Essex, United Kingdom)

Named presenter: Dr. Netta Weinstein

Abstract: The present economic and social climate leaves many feeling helpless, with the belief they are unable to effectively pursue or achieve meaningful life goals. At the same time, an apparent rise in group-level prejudice (particularly toward immigrants and ethnic or religious minorities) is in evidence (Givens, 2007). Are there links between people’s personal frustrations and the extent to which they favour in-groups and aggress on certain out-groups? Are there particular out-groups (e.g., underprivileged minorities) who tend to be targeted more than others? This project employs models of aggression and group dynamics to understanding in-group favouritism and prejudice toward minority out-groups. The frustration-aggression hypothesis (Berkowitz, 1989; Dollard, 1939) argues that negative affect emerges when individuals are unable to attain desire goals, and leads to aggressive behaviours toward others. Yet this research has been conducted primarily with individuals, and often evokes frustration as the key instigator of aggression (rather than goal frustration, per se). This talk intends to fill a gap in the literature by presenting findings on the effects of goal frustration on group-based aggression toward minorities. In addition, studies have not examined underlying mechanisms responsible for the effects of frustrated goals on aggression, but some evidence within self-determination theory (SDT; Ryan & Deci, 2000) has linked autonomy and competence thwarting, both expected outcomes of goal failure, to aggressive behaviours toward others (e.g., Moller & Deci, 2010; Weinstein, Hodgins, & Ostvik-White, in press). This talk will explore thwarted needs as mechanisms that may be responsible for identified effects.
Title: Do children’s emotions count? The role of affect, above and beyond cognition, as predictor of children’s intra- and inter-group intentional contact

Authors: Leyla De Amicis (Kingston University, London), Robin Banerjee (University of Sussex, United Kingdom) & Rupert Brown (University of Sussex, United Kingdom)

Named presenter: Leyla De Amicis

Abstract: This study investigates affective and cognitive factors in intergroup relations among children. Although emotions in intergroup contexts have recently received considerable attention in work conducted with adults, empirical evidence among children is rare. We test the extent to which affect and cognition might be precursors of children’s behavioural intentions toward ingroup and outgroup peers. Specifically, we explore how commonly-studied cognitive constructs (e.g., stereotypes) and neglected affective constructs (e.g., positive and negative emotions) predicted children’s anticipated intergroup behaviour in threatening and non-threatening situations. Using a developmental framework, we tested these relationships in children aged 5 to 12 years, with 246 White (majority ethnic group) children. Questionnaires portrayed either White and Black targets as threatening competitors or not, in the context of a game. Participants’ emotions towards the targets, their beliefs about school competence and general liking of individual targets and the White and Black groups, were assessed. Target ethnicity (White vs Black) was a within-participants variable, and Threat (present or not) and Age group (5-6 vs 8-9 vs 11-12 years) were between-participants factors. Stereotypical beliefs emerged as a significant predictor of intended intergroup contact behaviour. More importantly: the effect of these beliefs was mediated by affective components. General liking and positive emotions were the strongest predictors of willingness for contact with the targets. Distinctive patterns of associations among these variables depended on both ethnicity of the target and presence of threat. Surprisingly, these patterns of findings were similar across the three age groups.
Title: Understanding dropping-out from compulsory primary education: A special case of migrated children in Turkey

Authors: Zeynep Cemalcılar & Fatoş Gökşen (Koç University, Istanbul, Turkey)

Named presenter: Zeynep Cemalcılar

Abstract: Even though the Universal Declaration of Human Rights (1948) states that everyone has the right to education, and elementary education shall be compulsory, mean school attainment in Turkey is 4.4 years in a system with eight year of compulsory schooling. This paper examines the influence of rural-to-urban migration on early school dropout from compulsory education through effects of social capital drawn from community, in a sample of Turkish youth. The loss of community-based sources of social capital may be the underlying reason for significantly lower levels of school attainment of immigrant youth in comparison to native youth in culturally diverse societies. In the present study, with a sample of 764 adolescents, we show that rural to urban migration at school age (5-15 years) increases a child’s odds of dropping out from compulsory education about 103% compared to when the child is not migrated, above and beyond other significant structural risk factors like child labor, having illiterate mothers and no stable house income. The effect of migration on dropping out is significant for adolescents who migrated to the metropolitan Istanbul, but not to other less developed cities, which are similar to the immigrants’ home cities in terms of socio-economic and cultural milieu: 94.5 % of migrants to Istanbul but 74.5 % of migrants to other cities had dropped out. Positive student-teacher relationship as a form of school social capital increased the odds of staying in school by 65%. We suggest that social capital factors are critical in the educational attainment and acculturation of migrant children.
7.

Presentations of organization representatives. Brigid Quilligan (Assistant Director- Irish Traveller Movement) & Jacques Lobe (Limerick NCP Development Worker, New Communities Partnership)

**NOTES:**
Section on
Political Identities & Conflicts
**Title:** Negotiating Identities and Empowering Young Citizens in Conflict Societies: Understandings of Citizenship And Political Participation

**Keynote speaker:** Professor Evanthia Lyons Centre for Research in Political Psychology (CResPP), Queen's University Belfast, Northern Ireland

**NOTES:**
1. **Counterbalancing ingroup victimization by recognition of outgroup suffering the Belgian case.**
   Aurélie Mercy*, Laurent Licata & Olivier Klein (Université Libre de Bruxelles, Belgium) Bernard Rimé & Batja Mesquita (Université Catholique de Louvain, Belgium)

2. **The implication of identity in national collective events: St Patrick’s Day as identity in action**
   Aisling O’Donnell (University of Liverpool, United Kingdom), Orla Muldoon (University of Limerick, Ireland), Danielle Blaylock (Queen’s University Belfast, United Kingdom), Steve Reicher (University of St Andrews, United Kingdom), Clifford Stevenson (University of Limerick, Ireland), Dominic Bryan (Queen’s University Belfast, United Kingdom)

3. **In the national interest?: transnational and diasporic Irish identities and the emigrant voting rights debate.**
   Marc Scully (Open University, United Kingdom)

4. **Children’s understandings of ‘respect for diversity’ in post-conflict Northern Ireland.**
   Stephanie Burns*, Evanthia Lyons & Ulrike Niens (Queen’s University Belfast, Northern Ireland)

5. **Understanding the Northern Irish national identity.**
   Shelley McKeown*, Ed Cairns, Maurice Stringer & Russell Orr (University of Ulster, Northern Ireland)

6. **Presentation of organization representative**
   Dominic Bryan (Chair of Diversity Challenges, Northern Ireland)
Title: Counterbalancing in-group victimization by recognition of out-group sufferings: the Belgian case

Authors: Aurélie Mercy*, Laurent Licata & Olivier Klein (Université Libre de Bruxelles, Belgium) Bernard Rimé & Batja Mesquita (Université Catholique de Louvain, Belgium)

Named presenter: Aurélie Mercy

Abstract: Victimization tends to undermine reconciliation processes (Devine-Wright, 2003). The Belgian linguistic conflict, opposing French- and Dutch-speakers, is characterized by a double victimization: each group views itself as a victim, but at different periods of time — the Dutch-speaking in the past; the French-speaking in the present. A survey study (n = 1343) investigated the effects of perceptions of in- and out-group victimization on intergroup relations. We distinguished 4 patterns: “Reciprocal victimization”, “in-group victimization”, “out-group victimization” and “denial of victimization”. Corroborating Wohl and Branscombe’s findings (2004), results show that “In-group victimization” is associated with the worst attitudes toward the out-group, the lowest identification with the super ordinate group (Belgium), and with the strongest attachment to the in-group. Interestingly, we found no difference between “reciprocal” and “other victimization” groups as both were associated with weak in-group identification and with positive attitudes toward the out-group. These results suggest that reconciliation processes could be facilitated by counterbalancing in-group victimization by the recognition of out-group sufferings, rather than expecting people to leave their own victimization aside.
**Title:** The implication of identity in national collective events: St Patrick’s Day as identity in action

**Authors:** Aisling O’Donnell (University of Liverpool, United Kingdom), Orla Muldoon (University of Limerick, Ireland), Danielle Blaylock (Queen’s University Belfast, United Kingdom), Steve Reicher (University of St Andrews, United Kingdom), Clifford Stevenson (University of Limerick, Ireland), Dominic Bryan (Queen’s University Belfast, United Kingdom)

**Named presenter:** Aisling O’Donnell

**Abstract:** Classic crowd psychology starts from the premise that identity is lost in the crowd, but recent developments in both social psychology and social anthropology demonstrate that social identity is fundamental to crowds. The existing psychological work shows that crowd behaviour is an expression of social identity, and also that social identity is a precursor of collective participation. However, there has been less work to date on the experience of identity within crowd events, or the way participation impacts on identities. Incorporating the anthropological focus on ritual crowd events as a chance to perform identity, we investigate the different ways identity is implicated at celebratory crowd events. We conducted semi-structured interviews with people who attended parades in either Dublin or Belfast to celebrate St Patrick’s Day. In year 1, full-length interviews were conducted after the events \((N=17)\), and in years 1 and 2, shorter interviews were conducted at the events themselves (year 1 \(N=170\); year 2 \(N=142\)). Interview data were analysed thematically, allowing the identification of four broad themes. Interviewees reported that the events were for people of a particular identity; that they considered the events to represent identity; that the experience of being in the crowd united them as a group; and that the events served to preserve the identity of the group for those identifying with it. Building upon previous accounts of collective events as providing an arena for the expression of social identities, the current analysis demonstrates the different ways in which identity is implicated at these events.
Title: In the National Interest?: Transnational and diasporic Irish identities and the emigrant voting rights debate.

Authors: Marc Scully (Open University, United Kingdom)

Named presenter: Marc Scully

Abstract: While the language of diaspora has become prevalent in Ireland over the last decade, it is unclear whether this has resulted in an appreciation of the nuanced nature of diasporic Irish identity. Rather, popular discourses invoking the vast size of the Irish diaspora tend to conceptualise it as a bounded, amorphous unitary entity, while paying insufficient attention to the agency of individual Irish people abroad within the diaspora. This paper will argue that this limited and bounded use of the language of diaspora within Ireland, far from recasting Irishness as diasporic, has served to position the Irish abroad as an undifferentiated mass, external to the affairs of the nation. This ‘othering’ of the diaspora has served to justify the denial of a political voice to Irish emigrants, particularly with regard to the question of voting rights for Irish citizens abroad. Drawing on my recent social psychological research on national identity and authenticity among the Irish in England, I will outline the centrality of transnationalism to the identity work of recent Irish emigrants. I will suggest that this disparity between the transnational self-perception of the Irish abroad, and the way they are positioned as external to the nation in mainstream Irish political discourse is problematic insofar as it is likely to exacerbate tensions between ‘those who stay’ and ‘those who leave’. Finally, some suggestions as to the insight offered by empirical social psychological research on Irish identity, whether national, transnational or diasporic, are offered.
Title: Children’s understandings of ‘respect for diversity’ in post-conflict Northern Ireland

Authors: Stephanie Burns*, Evanthia Lyons & Ulrike Niens (Queen’s University Belfast, Northern Ireland)

Named presenter: Stephanie Burns

Abstract: This talk will discuss the findings of postgraduate research which aimed to explore children’s understandings of ‘respect for diversity’. In 2010, fifteen focus groups were conducted with children from each of the school sectors in Northern Ireland – State controlled, Catholic maintained, and Integrated, both rural and urban - in order to investigate the cognitive, behavioural, and affective dimensions of their understandings of respect for diversity. The children were from two age groups, representing the end of each ‘Key Stage’ at primary school (Key Stage 1 for 7-8 year old children, and Key Stage 2 for 10-11 year old children). The Interpretative Phenomenological Analysis technique was employed for data analysis. The study found that children’s understandings of ‘diversity’ reflected what they encountered in their immediate environment, whether at school or in their neighbourhood. They saw respect as being ‘acted out’ in two main ways – through offering play and friendship, and through an act of solidarity with the person perceived as ‘new’ or ‘different’. The reasoning children offered was based on ideas of fairness, human rights, the prevention of conflict in their immediate social spheres and beyond, and the maintenance of one’s own happiness (or spreading it). Empathic emotion was the main affective accompaniment to the understandings of respect for diversity, as well as happiness, enthusiasm, curiosity or fear. Findings will be discussed using social psychological perspectives and implications for future research will be considered.
Title: Understanding the Northern Irish national identity

Authors: Shelley McKeown*, Ed Cairns, Maurice Stringer & Russell Orr (University of Ulster, Northern Ireland)

Named presenter: Shelley McKeown

Abstract: Northern Ireland is still a deeply divided society where national identity remains important. In recent years the emergence of a ‘new’ identity - “Northern Irish,” has begun to draw interest from researchers. It has been suggested that the attractiveness of Northern Irish rests on a certain ambiguity. Little research, however, has actually asked Northern Irish people how they perceive this identity. The present research aimed to redress this situation. Participants (n = 212) were recruited from a Northern Irish University and asked to take part in a survey. Measures included identity salience, perceived inclusion, distinctiveness threat and a series of questions relating to the association between Northern Irish and the other dominant national identities. Results show that those choosing a Northern Irish identity (n = 97) scored equally on identity salience, significantly higher on perceived inclusion and significantly lower on distinctiveness threat compared to those choosing a British or Irish identity. “Northern Irish” was rated by those choosing British to be closer to British and those choosing Irish to be closer to Irish. Participants who chose British or Irish and Protestants choosing Northern Irish reported the “Northern Irish” identity to be used mostly by Protestants. Contrary to this, Catholics self-selecting a Northern Irish identity perceived this identity to be mostly used by Catholics. The majority of those choosing British, Irish and Catholics choosing “Northern Irish” all stated that the term Northern Irish referred to the North of the Island of Ireland only while the majority of Protestants self-identifying as “Northern Irish” saw it as part of the UK.
6.

**Presentation of organization representative:** Dominic Bryan  
(Chair of Diversity Challenges, Northern Ireland)

**NOTES:**
Title: Self-regulation in adverse social circumstances Professor Paschal Sheeran

Keynote Talk: Professor Paschal Sheeran Department of Psychology, University of Sheffield, United Kingdom

Notes:
Section on

Social Factors & Health

Sessions

1. The Acceptability and Relevance of Social Support for Individuals’ Health & Functioning

II. Caregivers' Health
1. Children and adolescents with mental health problem a social out-group. Researching stigma towards young people with mental health problems. Claire O’Driscoll* & Caroline Heary (National University of Ireland, Galway) Eilis Hennessey & Lynn McKeague (University College Dublin, Ireland)

2. An exploration into social functioning in adolescents with anorexia nervosa. Lorraine Kennedy* & Tim Trimble. (Trinity College Dublin, Ireland)

3. Individual differences in need for social support predict cardiovascular reactivity to support transactions. Ann-Marie Creaven* & Brian Hughes (National University of Ireland, Galway)

4. A parsimonious, integrative model of psychological correlates of United Kingdom university students’ alcohol consumption. Charles Abraham,* Katie Atwell & Dora Duka (University of Exeter, United Kingdom; Sussex, United Kingdom)

5. Comparing three groups of urban Chilean adolescents regarding alcohol consumption. Preliminary findings from the Santiago Longitudinal Study. Guillermo Sanhueza* Jorge Delva, Cristina Bares & Andrew Grogan-Kaylor (Universidad Católica de Chile, Chile; University of Michigan, United States of America)

6. Presentation of organization representatives. Brendan Murphy (National coordinator of the GAA’s alcohol and substance abuse programme, ASAP, Ireland)
7. A Parents Experience: a qualitative study looking at how mothers and fathers in Ireland cope with their child’s treatment for an eating disorder. Grainne Kearney* & Elizabeth Nixon (Trinity College Dublin, Ireland)

8. An investigation into factors, which contribute to stress in parents of children with autistic spectrum disorders in Northern Ireland. Shauna Gaffney (Queens University Belfast, Northern Ireland)


10. Psychosocial moderators of mental health and immunity in familial caregiver Implications for family outcomes. Brian Hughes (National University of Ireland – Galway, Ireland)

11. Presentation of organization representatives: Catherine Cox (Communications Manager, Ireland)
Title: Children and Adolescents with Mental Health Problems: A Social Out-group. Researching stigma towards young people with mental health problems.

Authors: Claire O’Driscoll* & Caroline Heary (National University of Ireland, Galway) Eilis Hennessy & Lynn Mc Keage (University College Dublin, Ireland)

Named presenter: Claire O’ Driscoll

Abstract: Understanding stigma towards people with mental health problems is an important challenge for all working to promote more positive perceptions of mental illness. Most social cognitive research on stigma has largely focused on groups that have visually or audibly salient characteristics that mark them as being members of an out-group. Although this research has informed the field about the cognitive processes and contextual factors that are involved in the development of stigma, there is a notable absence of research exploring stigma towards less salient out-groups such as children and adolescents with mental health problems. Prevalence data suggests that about 15.6% of Irish children and adolescents meet the cut of criteria for a psychiatric condition. From this data it can be assumed that mental health problems exist in nearly every classroom. This presentation will highlight the methodological challenges faced by researchers interested in mental health stigma among children and adolescents. In doing so, it will present findings from on-going research on stigma towards mental illness. The purpose of this research is to investigate both explicit and implicit peer stigmatization towards adolescents with depression and attention deficit hyperactivity disorder (ADHD). Three hundred children (10-11 years) and adolescents (15-16 years) took part in the study. Preliminary analysis of the data shows that children and adolescents implicitly and explicitly stigmatise peers with depression and ADHD.
Title: An exploration into social functioning in adolescents with anorexia nervosa

Authors: Lorraine Kennedy* & Tim Trimble. (Trinity College Dublin, Ireland)

Named presenter: Lorraine Kennedy

Abstract: Eating disorders in adolescents are being recognised as a significant problem in Irish society and there is a dearth of Irish literature around the subject. Research from other countries has documented that individuals with eating disorders often have problems with social functioning. The aim of this study was to explore the social functioning experiences of Irish adolescents suffering from anorexia nervosa and identify any difficulties they may have in this area. Six adolescents aged between 16 and eighteen were sampled. All adolescents were in-patients in a specialist adolescent mental health unit at St. Patrick’s University Hospital, Dublin. Semi structured interviews were conducted with themes such as social anxiety, social support, perceived popularity and social competence being explored in the interview schedule. Interpretative phenomenological analysis was used to analyse the transcripts. The data yielded five themes; impact of the disorder, social support, social anxiety, anorexia as a shield and letting others in. Six sub themes were also identified within the themes ‘impact of the disorder’ and ‘social support’. The themes revealed difficulties in social functioning which the adolescents experienced. The results are discussed in relation to clinical implications and existing literature. Social anxiety and lack of social support have implications around the effectiveness of treatment. Social anxiety can limit adolescents’ participation in group based programmes while lack of social support can have an effect on the long term effectiveness of interventions. Limitations and areas for future research are also highlighted.
Title: Individual differences in need for social support predict cardiovascular reactivity to support transitions.

Authors: Ann-Marie Creaven* & Brian Hughes (National University of Ireland, Galway)

Named presenter: Ann-Marie Creaven

Abstract: Considerable research associates social support, or the provision of resources intended to help an individual cope with stress, with salutary effects for cardiovascular health. However, the extent to which support attenuates cardiovascular reactivity may depend not only on dimensions of support resources but on individual differences in need for support. Preliminary data (n = 36 participants) from a laboratory dyadic interaction protocol are presented. Participants were tasked with completing a timed novel puzzle challenge in pairs, designed to elicit supportive behaviours. Repeated measures analyses of variance indicated significant main effects for need for support on SBP (p = .021) and DBP (p = .019) reactivity to the support task, with those reporting higher need evidencing higher reactivity. Furthermore, habitual levels of instrumental support were associated with SBP and DBP during the task (p = .034; p = .035), such that individuals reporting low support evidenced greater reactivity to the support interaction. Traditional assessments of everyday support (perceived network size, support satisfaction) were unrelated to cardiovascular responses. The data suggest that the extent to which support attenuates reactivity to stress is associated with the appropriateness of everyday support to the task in hand, and individual differences in need for support. The results are discussed in the context of real-world social influences on cardiovascular responses pertinent to longer-term health.
Title: A parsimonious, integrative model of psychological correlates of UK university students’ alcohol consumption.

Authors: Charles Abraham,* Katie Atwell & Dora Duka (University of Exeter, United Kingdom; Sussex, United Kingdom)

Named presenter: Charles Abraham

Abstract: To examine the predictive utility of psychological correlates of alcohol consumption identified in previous (US dominated) research for a UK student sample and to construct an integrative model predictive of alcohol dependency in a sample of first year undergraduate students. A self-report questionnaire completed by 230 students measured stable and modifiable correlates. Stable correlates included age when first regularly drinking (age of onset), personality traits and religiosity. More modifiable measures included drinking motives, self-efficacy, alcohol-related expectancies, prototype perceptions and normative beliefs. Alcohol dependency was quantified using the Alcohol Use Disorder Identification Test (AUDIT). The final multivariate model highlighted the importance of age of onset, sensation-seeking and a series of social cognitive measures including; social drinking motives, confidence in ability to drink within government guidelines (self-efficacy), and the perceived quantity and frequency of alcohol consumed by university friends. Beta-coefficients indicated that self-efficacy and social drinking motives were particularly important predictors. A significant interaction was observed between age of onset and self-efficacy. This indicated that earlier onset is associated with lower levels of self-efficacy which, in turn, are associated with higher levels of alcohol dependence. The model presented here could be used to identify students at risk of alcohol dependence and inform the design of campus-based interventions.
Title: Comparing three groups of urban Chilean adolescents regarding alcohol consumption. Preliminary findings from the Santiago Longitudinal Study

Authors: Guillermo Sanhueza* Jorge Delva, Cristina Bares & Andrew Grogan-Kaylor (Universidad Católica de Chile, Chile; University of Michigan, United States of America)

Named presenter: Guillermo E. Sanhueza

Abstract: Although drinking alcohol constitutes a widely socially accepted behavior in Latin America, when its consumption starts to jeopardize or constraint functionality on daily activities or it damages social relationships, alcohol consumption becomes problematic. In this regard, although it has been recognized as a longstanding problem in Chile, interventions intended to deal with it have not often considered distinctions between different profiles of users. As a result, homogeneous interventions are designed and implemented. The Santiago Longitudinal Study (SLS) is a longitudinal study of substance use among youth in Santiago, Chile, funded by the National Institute on Drug Abuse (PI: Jorge Delva). Guided by a life-course approach, this project seeks to identify developmental pathways of drug involvement from early to late adolescence, taking a sample over 1000 youth aging 12-17 (mostly drawn from mid-to-low-socioeconomic areas). Between 2008-2010 these youths completed a two-hour interviewer-administered questionnaire (by psychologists of the University of Chile), including comprehensive questions on substance use, substance-use opportunities, individual, peer, parental, familial, school, and neighbourhood-related factors. Based on SLS data, this study grouped the sample into three different categories according to their alcohol consumption (no-alcohol-consumption, consumption-with-no-problems, and those-with-alcohol-related problems) and compared them in terms of a set of variables, hypothesizing these groups would have different configurations of such variables. Data were analysed within a quantitative framework and showed initial evidence supporting those groups would respond to different profiles of youths. Policy and family-related strategies for dealing with alcohol abuse are also presented and discussed.
Presentation of organization representatives. Brendan Murphy (National coordinator of the GAA's alcohol and substance abuse programme, ASAP, Ireland)

NOTES:
Title: A Parents Experience: A qualitative study looking at how mothers and fathers in Ireland cope with their child’s treatment for an eating disorder

Authors: Grainne Kearney* and Elizabeth Nixon (Trinity College Dublin, Ireland)

Named presenter: Grainne Kearney

Abstract: It is well documented that eating disorders are a serious illness and are highly prevalent among adolescent populations. Family therapy research has illustrated the important role that parents can play in their child’s recovery. A parent’s experience however has not been covered extensively in the literature. The aim of this study is therefore to gain an in-depth understanding of how Irish parents’ experience and cope with their child’s eating disorder and the treatment process. Semi-structured interviews were conducted with eight parents (4 mothers and 4 fathers) residing in the cork area. Interpretative phenomenological analysis (IPA) was the chosen method of analysis. The resultant data yielded three master themes: Understanding the eating disorder, Impact of the eating disorder and Looking for the right help. Eight subthemes were also identified which revealed how difficult it is for all involved to understand EDs, as well as the overwhelming impact the illness can have on families. The rewarding aspects of the experience were also described by parents, in addition to the long process involved in securing the right help for their child. Limitations as well as directions for future research are discussed. The implications of findings for health services in this area are also highlighted.
Title: An Investigation into Factors, which contribute to stress in parents of children with Autistic Spectrum Disorders in Northern Ireland

Authors: Shauna Gaffney (Queens University Belfast, Northern Ireland)

Named presenter: Shauna Gaffney

Abstract: The study aimed to identify the factors, which contribute to stress in parents of children with Autistic Spectrum Disorders. The author’s objectives were to identify the extent to which social support, access to resources and factors associated with diagnosis contribute to parental stress. The author felt that by identifying factors, which contribute to parental stress, professionals would become more knowledgeable of ‘stress indicators’ and encourage an efficient delivery of support and services. The study consisted of both quantitative and qualitative research methods. Measurements of social support, resources and stress measures were used in conjunction with a demographic questionnaire to gather quantitative data. Where qualitative data was obtained by conducting semi-structured interviews. Quantitative findings were analysed by using SPSS (independent t-test and correlation analysis) were Qualitative analysis was carried out by using thematic content analysis. Participants were obtained through a voluntary organisation for parents of children with Autistic Spectrum Disorders. Results demonstrated associations between variables of stress and resources and an association between variables of stress and social support. Findings demonstrated that the stress levels of fathers were higher when the family had inadequate resources to meet demands. High levels of support from organisations were associated with high levels of stress in mothers. Findings demonstrated high levels of parental stress in parents of children who accessed early intervention and whose children had received an early diagnosis of Autism. Qualitative findings demonstrated that the support obtained from professionals may not be always positive and may contribute to stress levels. Findings also demonstrated that parents experienced high levels of stress when their child was misdiagnosed. Qualitative analysis contradicted that of Quantitative findings in relation to the impact of early intervention on stress as 75% of participants reported positively on the support they have received though stressed that there is a need for more services. In relation to quantitative findings in terms of the diagnostic process and parental stress, 50% of parents felt that they should have been provided with more information as a lack of information heightened stress as thought they were prepared mentally for their child’s diagnosis they were still devastated. The main findings include that an early diagnosis and access to early intervention are associated with high levels of stress reported by parents. Furthermore the behaviour problems the child experienced were not considered which might have impacted on the level of stress experienced. Findings highlight parental need to access information and resources. Implications for future research include that if intervention programmes are contributing to parental stress, high levels of stress experienced by parents may counteract the effectiveness of the intervention being delivered. (Osbourne et al (2008)
Title: Correlates of physical and immunological health in parents caring for children with developmental disabilities

Authors: Stephen Gallagher*, Anna Phillips and Douglas Carroll (University of Limerick, Ireland)

Named presenter: Stephen Gallagher

Abstract: The health of caregivers has been highlighted as a public health concern. This is mostly likely attributed to the plethora of research indicating a greater incidence of psychological and physical morbidity and mortality in caregivers. Although some caregivers cope extremely well others do not and often succumb to ill-health when dealing with caregiving difficulties. Moreover, the vast majority of research in this context has tended to concentrate on older caregivers (e.g. spousal caregivers of patients with dementia) with little attention paid to the health of parents caring for children with developmental disabilities, in particular their physical or immunological health. Results from two studies with parents caring for children with developmental disabilities will be presented: one will examine the psychosocial correlates of physical health in these parents and the second using the vaccination model, will examine the influence of psychosocial factors on their immunological functioning.
Title: Psychosocial moderators of mental health and immunity in familial caregivers: Implications for family outcomes

Authors: Brian Hughes (National University of Ireland, Galway, Ireland)

Named presenter: Brian M. Hughes

Abstract: Familial caregivers of highly dependent children (and adults) are themselves susceptible to several mental and physical health problems. In addition, caregiver stress can significantly undermine the efficacy of the care that is given. This presentation describes research involving familial caregivers in Ireland and the US. We have found psychosocial factors to be very important in buffering the impact of caregiving stress. For example, socially supported caregivers generally exhibit better mental health (as indicated by scores on clinical diagnostic assessments) and improved immune function (as indicated by enhanced levels of salivary immunoglobulin-A), while caregivers who maintain a positive personal outlook typically exhibit reduced levels of premature aging (as indicated by attenuated telomere shortening in cellular DNA). Furthermore, psychosocial stress buffers appear also to engender enhanced behavioural and psychological outcomes for children. Such research draws renewed attention to the potential for caregiving stress to exert a negative impact on caregivers. But promisingly, it also highlights the value of psychosocial factors in determining—and lessening—this impact, in terms of both caregiver and overall family well-being.
Presentation of organization representatives. Catherine Cox
(The Carers Association, Ireland)

Notes:
Section on
Community Challenges

Sessions

• i. Youth
• ii. Homeless: “Housing First”
• iii. Limerick Regeneration Project
Title: Creating Contexts that Support Effective Community Mobilization for Health: towards a 'Fourth Generation Approach' in Community Psychology

Keynote speaker: Professor Catherine Campbell Institute of Social Psychology, Health, Community and Development at London School of Economics, United Kingdom

Notes:
INDEX

Session I

1. **Young people’s attitudes toward the Gardai in Ireland. A mixed methods study.** Helen Gleeson*, Molly Byrne & Caroline Heary (National University of Ireland, Galway, Ireland)

2. **From hoodies to heroes and back again? a discourse analysis of youth development policy in England (1997-to date).** Sevasti-Melissa Nolas (Department of Psychology, School of Health and Social Sciences, Middlesex University, United Kingdom)

3. **Fiestas, Function And Meaning: An Exploration Of Joy-Riding From An Occupational Perspective** MaryBeth Gallagher & Martina Fanning (Department of Occupational Therapy, University of Limerick, Ireland)

4. **Adolescents’ understanding of school-based mental health promotion initiatives.** Jacklyn M Carthy* & Padraig Corcoran (National Suicide Research Foundation, Ireland) Helen Keeley (Child & Adolescent Mental Health Services, Ireland)

5. **The implementation and evaluation of a community-based suicide prevention project in Limerick.** Claire Coffey, Ella Arensman & the OSPI-Europe Consortium (National Suicide Research Foundation, Cork, Ireland)

6. **Presentations of organization representatives:** Sean Costello (Representing Access Campus in the Limerick Enterprise Development Partnership, Roxboro, Ireland) Catherine Kelly (Limerick Youth Services, Limerick, Ireland) & Siobhán Young (Head of Mental Health Section, the Youth Justice Service, Dublin, Ireland)
INDEX

Session II

7. **France’s journey: from a therapeutic squat to a national housing first programme.** Vincent Gerard (Assistance Publique Hôpitaux de Marseille Médecins du Mond, France)

8. **‘Doing it already?’ interpretations of and receptivity to housing first in Britain.** Sarah Johnsen (Heriot-Watt University, Scotland)

9. **Single-site adaptations of housing first model in Finland.** Marko Kettunen (The Centre of Excellence on Social Welfare in the Helsinki Metropolitan Area, Finland)

10. **Casas primeiro program in Portugal: a community approach.** José Ornelas (Instituto Superior de Psicologia Aplicada – Instituto Universitário, Portugal)

11. **Presentation of organization representatives:** Elaine Butler (Integrated Services Coordinator, Homeless Agency, Dublin, Louisa Santoro (CEO of Stepping Stone, Team Leader for the Dublin Housing First Demonstration Project)
Session III

12. **Revitalising communities**: Introduction to the project. Clifford Stevenson (University of Limerick, Ireland)

13. **Citizenship attributes as the basis for intergroup differentiation: Implicit and explicit evaluations**. Clifford Stevenson (University of Limerick, Ireland)

14. **Community as the solution, not the problem: The role of community identification in mediating stressful experience in regeneration areas**. Niamh McNamara (University College Dublin, Ireland)

15. **The role of identity and entitlement in overcoming barriers to service use in urban redevelopment areas**. Niamh McNamara (University College Dublin, Ireland) & Clifford Stevenson (University of Limerick, Ireland)

16. **Feedback forum**: Responses from community organisations and service providers
Title: 'Young people’s attitudes toward the Gardai in Ireland. A mixed methods study.

Authors: Helen Gleeson*, Molly Byrne and Caroline Heary (National University of Ireland, Galway, Ireland)

Named presenter: Helen Gleeson

Abstract: A considerable amount of research has investigated the impact of experiences on attitudes toward the police. Less research has been carried with adolescent populations, and very little of this from an Irish perspective. This study focuses on Irish adolescent’s interactions with the Garda Síochána and how these experiences impact on general attitudes toward them as the first phase of a mixed-methods design. Semi-structured interviews were conducted with 25 adolescents (12-18 years old) to explore their experiences with Gardai and their attitudes toward the Garda Síochána more generally. Most existing research on this topic is quantitative in nature and is frequently limited to broad generalisations of police performance. Using a grounded theory approach the data will be used to formulate a model of the influences of a range of factors on Irish young people’s attitudes toward Gardai. The model will be tested in the second phase of the study through a larger scale quantitative questionnaire informed by phase one findings and a review of existing literature. Initial analysis of the data suggests that Irish adolescent’s attitudes are more complex and ambivalent than these surveys would imply. It also appears that the majority of interactions between Irish adolescents and Gardai are overwhelmingly confrontational and sometimes violent. Overall attitudes toward Gardai are negative, and appear to be influenced by these adversarial experiences. However, there is an evident desire among participants for relationships to be improved and there are apparent differences in attitudes toward the Garda system generally compared to individual officers.
Title: ‘From hoodies to heroes and back again? A discourse analysis of youth development policy in England (1997-to date)

Author: Sevasti-Melissa Nolas (Department of Psychology, School of Health and Social Sciences, Middlesex University, United Kingdom)

Named presenter: Sevasti-Melissa Nolas

Abstract: In 2007 the previous UK government launched a 10-year strategy on youth development called Aiming High for Young People. The strategy has altered the policy landscape creating a more clearly demarcated space for government intervention in young people’s lives, as well as creating more financial backing for the youth sector through key funds such as the Youth Sector Development Fund (YSDF) (and as of yet unaffected by the funding cuts). My research analyses the emergence and meaning of youth development in England. From a psychological perspective the period of adolescence is often discussed in terms of biological, cognitive, social and emotional development. Recent policy initiatives have picked up on the social and emotional development of young people as a site of intervention for those young people who are at risk of social exclusion in later adult life. Espousing discourses of participation, empowerment and inclusion these policies present an exciting opportunity to fund work with young people on the margins of society. At the same time however these and related policies, riddled as they are with contradictory discourses, risk universalising, and at times excluding as well as pathologising certain “youth” and their “development”. Using a discourse analytic approach the study examines key government documents and other relevant archival material (e.g. Hansard) in relation these policies. The questions being asked in this research draw on Bent Flyvbjerg’s (2001) phronetic social science that aims to understand the values and interests of a particular change project and how these relate to praxis. As such, I the questions I am asking in examining these policies are: Where are we going? Who gains and who loses, and by which mechanisms of power? Is this development desirable? What, if anything, should we do about it?
Title: Fiestas, Function And Meaning: An Exploration Of Joy-Riding From An Occupational Perspective

Author: MaryBeth Gallagher & Martina Fanning (Department of Occupational Therapy, University of Limerick, Ireland)

Named presenter: MaryBeth Gallagher

Abstract: Despite being a longstanding social concern (McVerry 2003), joy-riding has been paid scant and selective attention by criminology, sociology and psychology. Knowledge about the issue is dominated by socio-demographic profiles of joyriders and accounts of their motivations for joy-riding. This paper will present the findings of a study exploring the meaning of joyriding for those who engage in it. The study applies Larson and Zemkes’ (2003) concepts of the form, function and meaning of occupation. An interpretative phenomenological analysis was undertaken of the 1:1 interview data from 3 participants all of whom had a conviction for joyriding. Despite the limited number of participants in this study, this paper will argue that joyriding facilitates marginalized adolescent males to experience leisure, develop interpersonal relationships and experience mastery and enhanced self-esteem through: the interdependence of the form, function and meaning of joyriding; the relationship between occupational deprivation and joyriding; and its importance as an occupation. The implications of this conceptualisation of joyriding as a perversely health-enhancing response to occupational deprivation, and the ensuing community challenges will be presented.
Title: Adolescents' understanding of school-based mental health promotion initiatives

Authors: Jacklyn Mc Carthy* and Padraig Corcoran (National Suicide Research Foundation, Ireland) Helen Keeley (Child & Adolescent Mental Health Services, Ireland)

Named presenter: Jacklyn Mc Carthy

Abstract: Awareness sessions focusing on mental health and related topics were undertaken with 2nd year students as part of the Saving and Empowering Young Lives in Europe (SEYLE) Study. Mental health promotion occurs regularly in schools across Ireland, therefore it is imperative that we establish the usefulness of these sessions in terms of their ability to aid young people's knowledge and understanding of mental health. 228 students in 4 mixed gender schools in the Cork and Kerry region took part in the awareness programme. The sessions were conducted in the form of lectures, posters and role-plays and ran for 3 consecutive weeks, with each session lasting 80 minutes. Each young person received a contact card and an awareness booklet. Following the sessions a 3 month follow-up satisfaction questionnaire was administered to students. Nearly all of the participants rated the sessions as good (96%). Role-play sessions were positively received by the students, with the vast majority (90%) finding this method of interaction helpful. The awareness booklet was deemed less helpful (67%). Interestingly, 93% of participants thought it was a good idea to provide young people with a contact card, however only 1% of students used the contact card. Role-play is an effective means of delivery in mental health promotion and national role-play models should be considered. Integration of the awareness booklet and the contact card into the role-play sessions could increase their acceptability, and encourage young people who are experiencing mental health difficulties to seek help.
Title: The implementation and evaluation of a community-based suicide prevention project in Limerick

Authors: Claire Coffey, Ella Arensman & the OSPI-Europe Consortium
(National Suicide Research Foundation, Cork, Ireland)

Named presenter: Claire Coffey

Abstract: In Ireland, increasing rates of suicide and deliberate self-harm are a major challenge for health care and community based services. Optimising Suicide Prevention Programmes and their Implementation in Limerick (OSPI-Limerick), carried out under the auspices of an EC FP7-funded project, aims to implement and evaluate an optimised community-based suicide prevention intervention in Limerick, one of four intervention regions selected throughout Europe. Outcomes from the project will have the potential to provide guidelines for the development of efficient and effective community-based programmes in the field of depression, suicidal behaviour and mental health in general. Evidence-based suicide prevention strategies have been combined to develop the intervention, including activities at 5 levels: Level 1: Primary care; Level 2: General public; Level 3: Community facilitators; Level 4: High risk groups; Level 5: Restricting access to lethal means Implementation of the 18-month multi-level intervention in Limerick is supported by the local Suicide Resource Office, the HSE mental health management team, and key stakeholders representing health and community based services. Data are being collected pre- and post-intervention to investigate the efficacy of the OSPI-Limerick intervention. Rates of fatal and non-fatal suicidal behaviour in the region over the duration of the project are being monitored and will be compared to those in a control region (Galway). Intermediate outcome criteria including changes in attitudes, skills, knowledge etc. are also being assessed. Analyses regarding the acceptability of OSPI-Limerick activities for local stakeholders and an economic evaluation of the intervention are underway. First outcomes of the study will be presented.
6.

**Presentations of organization representatives:**

Sean Costello (Representing Access Campus in the Limerick Enterprise Development Partnership, Roxboro, Ireland)

Catherine Kelly (Limerick Youth Services, Limerick, Ireland)

Siobhán Young (Head of Mental Health Section, the Youth Justice Service, Dublin, Ireland)

**Notes:**
Title: France’s journey: From a therapeutic squat to a national “housing first” program (France)

Authors: Vincent Gerard (Assistance Publique Hôpitaux de Marseille Médecins du Mond, France)

Named presenter: Vincent Gerard

Abstract: This paper will describe an experimental housing experiment started in Marseille, France, in February 2007 and present findings from an ongoing program evaluation. This program provides a harm-reduction approach to provide therapeutic housing for urban homeless people with complex needs such as severe psychiatric problems and co-occurring disorders. Originally, this semi-community housing was a squat that has been legalized and institutionalized. It was created by a coalition of actors: homeless people, concerned citizens, and a mobile street outreach team. Housing is organised as a semi-collective unit in which each resident has an individual bedroom that is defined as his/her private space; a collective space, inspired by both guesthouse and self-help facilities, and offers several daily activities and collective life. This experimental living place allowed service users and professionals to address unsolved housing and healthcare problems using a harm-reduction consumer-driven approach that respects the pacing and priorities of the residents. An empirically based program evaluation is underway, in which the effectiveness of the program, compared to standard healthcare, on a number of medical, social and medico-economic indicators, is being assessed. In addition, social dynamics of recovery, recovery trajectories, and the access to citizenship for “housing first” program users will be presented and discussed.
Title: Doing it Already?: Interpretations of and Receptivity to Housing First in Britain

Author: Sarah Johnsen (Heriot-Watt University, Scotland)

Named presenter: Sarah Johnsen

Abstract: Drawing upon a study funded by the ESRC, and conducted in partnership with the homelessness charity Crisis, this paper outlines findings from a review of the potential effectiveness of Housing First for homeless people with complex support needs in Britain. It argues that whilst some British service providers believe they are ‘doing it already’, they have only a partial understanding of the model, and their projects typically contravene key principles of Housing First as advocated by Pathways to Housing, the organisation first developing it in the US. British providers generally remain wedded to a ‘treatment first’ philosophy, being convinced that placing people with complex needs into independent tenancies without on-site support risks ‘setting them up to fail’. Many are also sceptical that the positive Housing First outcomes reported in the US, particularly cost-benefits, would be reproduced to the same extent in Britain. That said, most believe Housing First would valuably complement existing provision, especially for extremely ‘service resistant’ rough sleepers who have not been well served by current transitional accommodation programmes. A willingness to trial Housing First, along with other approaches offering different accommodation types and levels of user choice and conditionality, exists. The 2012 target to end rough sleeping in England, and similar albeit less ambitious targets elsewhere, are widely regarded as offering key windows of opportunity for innovation in the development of solutions for this vulnerable group.
Title: Single-site adaptations of housing first model in Finland

Authors: Marko Kettunen (The Centre of Excellence on Social Welfare in the Helsinki Metropolitan Area, Finland)

Named presenter: Marko Kettunen

Abstract: In 2008, the Finnish Government approved a programme to reduce long-term homelessness, which aims to halve long-term homelessness by 2011 and to develop more effective measures to prevent homelessness. The 2008 programme has been described as a move from a linear staircase model to a housing First model. Nesseploy has been seen as necessary, for in many cases the linear housing model has been claimed to actually maintain long-term homelessness instead of solving it. The four essential ingredients of the original Pathways to Housing HF model are consumer choice philosophy, separation of housing and services, recovery-oriented services and community integration. The scattered-site housing is the assumption at the core of the model. The Finnish implementations of the HF model are stereotypically large single-site units. This presentation will include some empirical examples of the Finnish single-site housing first units and attempt to answer the following questions: Is there something important lost in the translation from the original scattered-site housing to the single-site implementations? How does the institutionalisation of the services for homeless people in Finland shape the translation? How are the essential ingredients of the original model transformed in the translation?
Title: Casas Primeiro Program in Portugal: a community approach

Authors: José Ornelas (Instituto Superior de Psicologia Aplicada – Instituto Universitário, Portugal)

Named presenter: José Ornelas

Abstract: This presentation describes quantitative and qualitative results from the evaluation of the “Casas Primeiro” program, in Lisbon, Portugal. As an innovative approach in Portugal, the positive results of the Casas Primeiro program validate the applicability and the potential for generalization of the housing first model, and achieved recognition from the political authorities as a favored policy response to homelessness in the Portuguese national context. Using a housing first approach, this program provides permanent, independent and scatter-site housing, rented from community landlords in mainstream neighborhoods, to homeless people with severe mental illness. The evaluation results confirmed the effectiveness of this model for reducing homelessness and the use of emergency services and hospitalizations. Participants reported significant improvements in personal safety, physical and mental health and a more positive outlook for their future. This presentation will also explore the role of community environments in the well-being and community integration of program participants. We will describe the support provide by program team to help strengthening participants’ bodings with neighborhoods resources and relationships, in order to maximize their sense of belonging and community participation.
11.

Presentation of organization representatives:

Elaine Butler (Integrated Services Coordinator, Homeless Agency, Dublin)

Louisa Santoro (CEO of Stepping Stone, Team Leader for the Dublin Housing First Demonstration Project)

NOTES:
Revitalising Communities - Introduction to the project

Authors: Clifford Stevenson (University of Limerick, Ireland)

Named presenter: Clifford Stevenson

Abstract: The Limerick Regeneration Initiative, centred on Limerick’s most disadvantaged areas is a major programme of urban regeneration. Crucially the regeneration initiative focuses on improving not only the housing and environs for residents in these areas but also the quality of life in the widest sense. The success of the regeneration process hinges on the ability of the project to foster and empower the local communities themselves. The reported research attempts to provide a framework and methods for understanding and establishing the impact of the initiative on these social targets. We report a series of three related studies that examine different relationships between the identity of residents and their psychological wellbeing. The first experimental study assessed the extent of the stigmatisation of those residents in these communities by themselves and others and the ways in which this stigmatisation might form the basis of social exclusion. Secondly a survey study assessed the reported levels of stress experienced by residents and examined how social support and identification with local community may ameliorate this stress. Finally we examine the relationship between how residents understand their local community identity and their willingness to avail of local services. Together these studies form a baseline of understanding of identity processes in Regeneration areas which will allow the tracking of the impact of urban regeneration in later years.
Title: ‘Citizenship Attributes as the Basis for Intergroup Differentiation: Implicit and explicit evaluations

Authors: Clifford Stevenson (University of Limerick, Ireland)

Named presenter: Clifford Stevenson

Abstract: Recent research in the social identity tradition suggests that citizenship opportunities and resources are afforded or denied to individuals according to their group memberships. We consider how the generic processes of intergroup differentiation by which groups are socially devalued and excluded can reflect divergent conceptualisations of citizenship among different groups. As part of a wider investigation of social exclusion, a combination of methods was used to investigate the relative intergroup perceptions of residents from more and less affluent areas in Limerick city, Ireland. Participants (n = 214) completed the implicit association test and rated a fictional character on a series of citizenship-relevant dimensions. All participants displayed negative implicit associations with designated disadvantaged areas in Limerick city. The results of the explicit prejudice assessment illustrated that these negative associations are matched by a lower overall attribution of positive characteristics to residents from these areas relative to residents from a more affluent area. On examination of each group’s relative rating of traits, intergroup differentiation is evidenced by a distinction between ingroup and outgroup characteristics and a divergent understanding of the attributes on which each group differs. Residents from less affluent areas appear doubly disadvantaged as they are devalued in terms of both outgroup and ingroup understandings of citizenship attributes.
Title: Community as the Solution, not the Problem: The role of community identification in mediating stressful experience in regeneration areas

Authors: Niamh McNamara (University College Dublin, Ireland)

Named presenter: Niamh McNamara

Abstract: Whilst stigmatised social identities may have an adverse effect on psychological wellbeing, these identities can also provide psychological resources to deal with adverse social, educational and economic challenges (Muldoon & Downes, 2007). The integrated social identity model of stress (ISIS: Haslam & Reicher, 2006) argues that social identity is critical to understanding adaptation, not least because stress has important social dimensions. The newly conceived ISIS model sees groups as being integral to the experience and perception of stress and collective or community resources as having the power to alter the meaning and experience of stress as well as providing social support. By placing social identities at the centre of the stress process, it considers how group memberships structure adaptation to stress. This argument has particular resonance in the Limerick regeneration context. The existing sense of community identity should facilitate a degree of adaptation to the educational, economic and social problems experienced as well as to the disruption and upheavals posed by the regeneration process itself. The second study of the project thus examined how effective identities are in protecting health and well-being. A survey (N=322) examining respondents’ experience of adversity, stigma consciousness, social embeddedness, strength of community identity, and psychological well-being was administered face-to-face in respondents’ homes across the four main regeneration areas. Preliminary findings indicate that identification with local community, social embeddedness and support and feelings of community efficacy have a positive impact on psychological wellbeing, though paradoxically not on reports of collective community action.
Title: The Role of Identity and Entitlement in Overcoming Barriers to Service Use in Urban Redevelopment Areas

Authors: Niamh McNamara (University College Dublin, Ireland) and Clifford Stevenson (University of Limerick, Ireland)

Named presenter: Niamh McNamara

Abstract: The survey results highlight an interesting paradox in the lack of correspondence between collective identity and collective action. In effect, residents may feel bonded to their community but not empowered to improve their collective situation. In order to investigate this further, a series of focus group interviews was undertaken with residents of the regeneration areas to elicit perceptions of education, health and social services and other factors that may facilitate and impede access to and utilization of services. 12 respondents from across each of the main areas contributed to 6 discussions about their place within the community, their experiences of service provision and their sense of entitlement to facilities. In addition, interviews were conducted with service providers across community, health, social and educational service provision. Preliminary analysis of the transcripts reveals some divergences of perception between service providers and users. Moreover a complex relationship exists between community identity, perceptions of service provision and sense of personal or collective entitlement to services which may explain poor service uptake in some areas.
16.

Feedback forum: Responses from community organisations and service providers

NOTES:
Concluding Talk: The Traffic (Jams) on the Two-Way Street between Social Issues & Social Research

Speaker: Dr. Friedrich Funke Centre for Advanced Methods Training, Graduate Academy, Friedrich-Schiller-University Jena, Germany

Notes:
POSTER PRESENTATIONS

I. IMMIGRANT & INDIGENOUS MINORITIES
   AND POLITICAL IDENTITIES & CONFLICT
   
   **Session I.1**
   **Session I.2**

II. SOCIAL FACTORS & HEALTH AND COMMUNITY CHALLENGES

   **Session II.1**
   **Session II.2**
   **Session II.3**
INDEX

Session I.1

1. We said we’re sorry. Now forgive us! Erica Zaiser (University of Kent, United Kingdom)

2. Intergenerational aspects of the conflict in Northern Ireland. Stephanie Burns*, Paddy Logue & Dr. Kenneth Bush (Irish Peace Centres, University of Ulster; International Conflict Research Institute, Northern Ireland)

3. Northern Irish intergroup contact and identity: home thoughts from abroad. Russell Orr* (University of Ulster, Coleraine, Northern Ireland), Neil Ferguson (Liverpool Hope University, United Kingdom) & Ed Cairns (University of Ulster, Coleraine, Northern Ireland)

4. Social Identity: Exploring People’s Experience of Political Violence- Geoff McCombe*, Orla T. Muldoon & Clifford Stevenson (Department of Psychology; University of Limerick, Ireland)

5. The evaluation of storytelling as a peace-building methodology. Kenneth Bush (International Conflict Research Institute (INCORE), University of Ulster, Northern Ireland), Paddy Logue & Stephanie Burns* (Irish Peace Centres, Northern Ireland)

6. Does difference from or similarity to the in-group increase helping behaviour – A qualitative study. Caitriona Kinsella, Clifford Stevenson & Orla Muldoon (Department of Psychology, University of Limerick, Ireland)

Session I.2

7. Majority religious group children and preadolescents’ moral reasoning, emotions and intentional behavior toward ingroup and outgroup peers, depending on their religious rights or personal needs. Leyla De Amicis (Kingston University, United Kingdom) Sara Alfieri & Elena Marta (Cattolica University, Milan, Italy) Harriet Tenenbaum, (Kingston University, United Kingdom)

8. Universal or Relative? A Meta-Ethnography of Adolescent Acculturation Experiences. Lisa Ann Kennedy & Dr. Pádraig MacNeela (National University of Ireland, Galway)


10. Traveller and Roma parents engaging in education through innovative family learning programmes. Mary Flanagan & Clare Sheahan (Clare Family Learning Project, Ennis, Ireland)


12. Social cynicism and cross-cultural differences in the acceptance of lying. Katarzyna Cantarero (Warsaw School of Social Sciences and Humanities, Poland)
13. A qualitative assessment of male sexual dysfunction  Lor-raine McDonagh* (National University of Ireland, Galway, Ireland) & Todd Morrison (University of Saskatchewan, Saskatoon, Canada)

14. The role of criminal social identity in development of anti-social life style. Daniel Boduszek* (University of Ulster Magee, Northern Ireland) & Philip Hyland (Dublin Business School, Ireland)

15. Maladaptive reactions to severe organizational conflicts: the case of self-concept clarity among bullying victims. Malgorzata Gamian-Wilk (Department of Psychology, University of Lower Silesia, Poland)

16. Alcohol Related Injuries in Cork City. Sarah Meaney, Eileen Williamson & Paul Corcoran, (National Suicide Research Foundation, Cork, Ireland) Ivan J. Perry (Dept. of Epidemiology and Public Health, University College Cork, Ireland)

17. Measuring Adaptation Post Stroke. Irene Hartigan* & Geraldine McCarthy (School of Nursing & Midwifery, Brookfield Health Science Complex, University College Cork, Ireland)

18. Neuropsychological assessment of the ventral aspect of the prefrontal cortex: a systematic review of assessment instruments. Stephen Walsh* (Department of Psychology, University of Limerick, Ireland) & Donal Fortune (Acquired Brain Injury, Ireland)

20. Psychological predictors and outcomes of isolating home preferences Harry Wallace*, Thuy Anh Ngo & David Russak (Trinity University, San Antonio, TX, United States America)


22. Love < Optimism: On the different effects of positive emotions on moral behaviour. Frederieke van Dongen & Eric Igou (Department of Psychology; University of Limerick, Ireland)

23. Boredom affects group-related judgments: A pragmatic meaning-regulation approach. Wijnand van Tilburg* & Eric Igou (University of Limerick, Ireland)

24. Death anxiety in the elderly: A discussion for the academic debate table. Helen Carolan (University College Cork, Ireland) & Carmel Joyce* (University of Limerick, Ireland)

25. Continuing the Investigation of the Emotion-Behaviour Link. Lauren M. Hamel (Business School, Dublin City University, Ireland)
INDEX

Session III.3

27. ‘Superstars and shiny People’: class and the ‘model pupil’ at a single-sex Irish rural secondary school. Emma Burns (Sociology, University of Limerick, Ireland)

28. What makes the heart sing? A gratitude intervention on Irish university students’. Grainne Kearney* (Trinity College Dublin, Ireland, University) David O’Sullivan, Zelda Di Blasi & Michael Murphy (University College Cork, Ireland)

29. A school-based intervention to identify adolescents at high-risk of suicidal behaviour. Padraig Cotter*, Paul Corcoran, Ella Arensman (National Suicide Research Foundation), Elizabeth Nixon Trinity College Dublin) & Helen Keeley (Child and Adolescent Mental Health Services, Ireland)

30. Predicting intentions to participate in counselling among at-risk Irish government employees using the theory of planned behaviour. Philip Hyland* & Daniel Boduszek (Dublin Business School of Arts, Ireland)

31. Profiling risk and protective factors for mental health wellbeing in vulnerable and at-risk populations of young people. Louise Hall* (School of Psychology, University College Dublin, Ireland) & Barbara Dooley (The National Centre for Youth Mental Health, Dublin, Ireland)

32. Measuring Up: An evaluation of autism-specific educational programmes in an Irish context. Jennifer McMahon & Veronica Cullinan. (Department of Psychology; Mary Immaculate College/University of Limerick, Ireland)
1. Title: We said we’re sorry. Now forgive us!

Authors: Erica Zaiser (University of Kent, United Kingdom)

Named presenter: Erica Zaiser

Abstract: Most past research on apologies, often considered an important part of the peace process, has focused on victims. This research instead examined what determines satisfaction and other outcomes among members of the apologising group. Such people may be satisfied for two reasons: they think the apology improves the image of their group; and they think it makes victims more responsible for "getting over" the issue (obligation shifting). In three studies, we show that not only are these two motives able to predict satisfaction with an apology, but they are independent and distinct predictors with very different outcomes on support for further action and attitudes towards the victims. Study one examined British attitudes towards the apology for Bloody Sunday. In this correlational study, image improvement was the greatest predictor of satisfaction, but obligation alone predicted reduced support for further action. This pattern was also seen in two more experiments which varied the type of reconciliation gesture. British participants read that Britain had given either an apology, reparations, or an apology with reparations to Egyptians for landmines (Study 2) or an apology or no apology to the Irish for the Irish famine (Study 3). In both experiments, image and obligation independently predicted satisfaction across conditions. In all three studies, obligation alone predicted reduced support for further action. Furthermore, obligation was related to increased anger towards the victims, while image improvement predicted reduced anger. These results underline the importance of moral image and obligation shifting as factors in internal support for intergroup reparations.

2. Title: Intergenerational Aspects of the Conflict in Northern Ireland

Authors: Stephanie Burns, Irish Peace Centres; Paddy Logue, Irish Peace Centres; Dr Kenneth Bush INCORE

Named presenter: Stephanie Burns

Abstract: During 2009 and early 2010, Irish Peace Centres’ staff conducted a literature review and a piece of community-based research with people from diverse community groups across Northern Ireland, with the aim of investigating the intergenerational impacts of the conflict. Eleven focus groups were conducted with ex-security force personnel in Northern Ireland and England; ex-prisoners from both sides of the community; a youth group; a women’s group; a rural community group; a theatre group; an interfaith group; and with two groups working in the field of community relations and peace-building. The main themes and issues that emerged from the data were threefold: firstly, how intergenerational trauma is transmitted from one generation to the next; how each generation is affected, from the initial survivors of the conflict, through to the second and third generations, directly and indirectly by the trauma; and how the wider society and other key actors in families lives may respond to these difficulties and issues. The data also shows that the groups involved in the research wanted to be consulted more in terms of policy formulation and that recognition and acknowledgement for what people have been through was of paramount importance. To the extent that communities and policymakers in Northern Ireland act now to address these issues, they may work to ease the traumatising impact of the Troubles on future generations as time passes.
Title: Social Identity: Exploring People’s Experience of Political Violence
Authors: Geoff McCombe, Orla T. Muldoon & Clifford Stevenson
(Department of Psychology; University of Limerick, Ireland)
Named presenter: Geoff McCombe
Abstract: The dramatic changes in the political landscape in Northern Ireland over the last 15 years have seen a move from a country in which violent conflict was part of everyday life to a post conflict situation of peace and reconciliation. The research used a qualitative framework to analyse the psychological effect of group membership on individual’s experience of living in Northern Ireland before, during, and after the conflict. Semi-structured interviews were conducted with 32 participants from a diverse range of backgrounds within Northern Ireland. The nature of the interview process allowed participants to report their experience of living in Northern Ireland in their own terms. The interview transcripts were analysed using a Grounded Theory approach (Glaser & Strauss, 1967). The findings of this research highlight the centrality of social identity in structuring people’s experience of political violence. Furthermore, the research sheds light on the psychological role of group processes in both sustaining and resolving situations of conflict.

Title: Northern Irish Intergroup Contact and Identity: Home Thoughts from Abroad
Authors: Russell Orr* (University of Ulster, Coleraine, Northern Ireland), Neil Ferguson (Liverpool Hope University, United Kingdom) & Ed Cairns (University of Ulster, Coleraine, Northern Ireland)
Name presenter: Russell Orr
Abstract: Key area of the socio-psychological research in Northern Ireland has examined the nature of identity. Cairns (1982) suggested that the religious labels of “Protestant” and “Catholic” also constitute social categories that have defined the conflict; indeed Trew (1994) supports this contention noting that Protestants and Catholics invariably identify themselves as British and Irish respectively. Furthermore Trew (1998) in a review of a number of population surveys also reports the mutually exclusive relationship between religious/social identity and political identity. Two super groups have developed that incorporate the religious, national and political identities of the majority of their members. Further, it had been reported that the divisions between the two communities has rendered inter-group movement practically impossible (Cairns & Mercer, 1984). Further evidence emanating from a post agreement Northern Ireland (Muldoon, Trew, Todd, Rougier & McLaughlin, 2007) confirms the continued overlap in National and Religious identity despite the supposed end of the conflict. Yet what of those individuals from both communities that remove themselves from the daily pressure to conform to in-group identity that is present in Northern Ireland. Through the use of direct observation in lecture rooms this study examines the behaviour of both Protestant and Catholic students from the North of Ireland as they attend an English University. In addition to observing behaviour, we examined whether the overlap in Religious and National identity remains as strong for those living outside of Northern Ireland.
Title: The Evaluation of Storytelling as a Peace-Building Methodology

Authors: Kenneth Bush (International Conflict Research Institute (INCORE), University of Ulster, Northern Ireland), Paddy Logue & Stephanie Burns* (Irish Peace Centres, Northern Ireland)

Named presenter: Stephanie Burns

Abstract: This talk will focus on the work that Irish Peace Centres (IPC) and INCORE (International Conflict Research Institute, based at the University of Ulster) have been conducting on the evaluation of storytelling as a peace-building methodology. In September 2010, IPC and INCORE brought together experts in storytelling and experts in evaluation for a three-day workshop to discuss how to appropriately evaluate storytelling projects which have a peace-building aim. Since 2008, EU PEACE III funding has dedicated approximately €1.2 million on projects which explicitly mention storytelling in their project description. However, anecdotal evidence suggests a diversity of impacts of storytelling projects – both socially constructive and destructive. Few of these projects have been evaluated, and even when the interest and opportunity is present, there is no readily apparent means of evaluating them. This workshop was a first step in developing a systematic, critical lens for understanding and evaluating the connections between storytelling/story creation, peace-building, and reconciliation. The key areas of learning included the mechanics of storytelling (how it works); the distinctions between story creation and biographical storytelling; the importance of cultivating beauty in places of violence; the importance of time and the context in which storytelling takes place; the tensions between evaluation as a tool for control on one hand and a tool for learning on the other; the attributes of the ideal evaluator of storytelling-as-peace-building initiatives; the importance of language use in evaluation; using Theories of Change; the Most Significant Change technique; measuring catalytic moments; and problems of attribution.

Title: Does Difference From or Similarity to the In-group Increase Helping Behaviour – A Qualitative Study

Authors: Caitriona Kinsella, Clifford Stevenson & Orla Muldoon (Department of Psychology, University of Limerick, Ireland)

Named presenter: Caitriona Kinsella

Abstract: Helping behaviours have been looked at from a group level perspective, in terms of social identity theory (Tajfel 1978) – where similarity to the in-group encourages empathy and can lead to an increase in helping behaviour – and from a power relations perspective (Model of intergroup helping behaviours, Nadler 2002) – where similarity to the group can be viewed as threatening and can lead to a specific type of help being offered, dependency-oriented help. Both pose something of a paradox; is it difference from the in-group or similarity to the in-group that can increase helping? A qualitative study, consisting of focus groups (N=7) and interviews (N=7) with charity-workers and non-charity workers looked at how people in talk navigate through the moral complexities of giving. A discursive analysis of the data suggests that while people do invoke empathy and similarities to account for giving to certain groups, giving to other types of charitable organisations tends to invoke another kind of talk; that of difference and responsibility. This suggests a new approach to helping behaviours, responsibility. A Social Identity perspective would predict that perceiving someone to be part of their group, or re-categorising out-group members into an in-group, would lead to an increase in helping behaviours. However this is not necessarily what is seen here, as talk of responsibility emerges as a resource for accounting for giving to an out-group without claiming similarity.
Title: Majority religious group children and preadolescents’ moral reasoning, emotions and intentional behavior toward ingroup and outgroup peers, depending on their religious rights or personal needs.

Authors: Leyla De Amicis, Kingston University, United Kingdom, Sara Alfieri & Elena Marta, Cattolica University, Milan, Italy; Harriet Tenenbaum, Kingston University

Abstract: Scarce literature has examined religious majority group children’s moral reasoning concerning individuals’ religious rights. Few studies on this topic have focused on pre-adolescents and later adolescents, assessing their moral judgments about “hot” topics related to religious minorities, in which conflicting rights were involved. This previous research has supported predictions by the Social-Cognitive Domain Theory (Smetana, 1981; Turiel, 1983). The present study was conducted in Italy where religious integration is a current issue. In contrast with previous work, it tested what specific forms of moral reasoning different age-children would report in relation to daily life situations involving same- and different-religion peers, when acting in specific ways because of religion or individual needs. In addition, the present research evaluated participants’ emotions and intentional behaviour, in order to explore the interplay between cognitive and emotional factors in predicting children’s and preadolescents’ specific action tendencies. More specifically, eighty 9-14 year old Italian Catholic children were presented with four vignettes, where story characters were portrayed as same- or different-religion (Muslim or Jewish) members, exhibiting a specific behaviour, either because of their religion or personal needs/choices. Participants’ endorsement of these peers’ behaviour, emotions and potential actions toward the story targets were assessed. The findings will be discussed both in relation to Moral Development theories and Social Psychological models and implications for future research and suggestions for applied settings will be provided.

Title: Universal or Relative? A Meta-Ethnography of Adolescent Acculturation Experiences

Authors: Lisa Ann Kennedy & Dr. Pádrai MacNeela (National University of Ireland, Galway)

Named presenter: Lisa Ann Kennedy

Abstract: The subjective meaning of acculturation remains a subject of ambiguity. Using meta-ethnographic principles this study assesses commonalities and unique findings within the relatively small body of qualitative research on adolescents’ acculturation experiences. Syntheses of qualitative research are central to helping to interpret findings across studies while also providing critical commentary on dominant theories of acculturation in adolescence. A systematic search of published qualitative research concerning adolescent acculturation identified five relevant studies. The meta-ethnographic strategies of reciprocal and refutational translation of findings and a line-of-argument synthesis were used to compare and contrast the findings of these studies. The result was a synthesis representing a novel interpretation and contribution to the research body on adolescent acculturation. The key themes identified highlighted common issues experienced by acculturating adolescents. These incorporate contextual influences including the dynamic family environment, prominence of peers and school, the changing conceptions of self over time, and factors facilitating or impeding the transition to a new country. A line-of-argument synthesis is presented describing the acculturation experience of the adolescents. Adolescents engage with a range of common issues that impact the acculturation experience. Acculturating adolescents actively interpret these experiences with reference to present context, previous experiences and future goals. The range of diverse heritage-host culture combinations in the studies reviewed afforded a critical insight on the universalism assumed in the extant acculturation literature. Acculturation experiences were dependant on the features of inter-cultural contact, adolescents’ meaning making processes, and their relationships with relevant others.
Title: Mechanisms of Exclusion: Roma in Europe research overview

Authors: Darren Leamy & Anca Minescu (Department of Psychology University of Limerick, Ireland)

Named presenter: Darren Leamy

Abstract: The Roma are Europe’s largest minority group: an estimated 10 million Roma live across Europe. As a minority group Roma people face prejudice, discrimination, marginalisation and social exclusion. We review previous research concerning Roma across Europe. The aim is to identify the various channels of Roma marginalization specific to different social and political areas: from the institutionalized settings of education and policies, to the everyday processes of inter-personal and intergroup interaction between Roma and non-Roma groups. Previous research in education indicated that contradictions in attitudes between Roma and non-Roma parents and teachers form barriers in accessing and succeeding in formal education among Roma children. Research in social policies (i.e., mobility) indicate their direct and indirect effects in undermining the cultural traditions and lifestyle of the Traveller groups. In terms of attitudes towards the Roma, majority group members at both grass-roots and elite level employ various strategies of exclusion: delegitimization, depersonalization and dehumanization discourses dominate the portrayal of Roma among non-Roma, while the use of particular labels (e.g., “Gypsy” versus “Roma”) have different connotations ranging from negative to more positive stereotypes. Multiple agents are involved in the definition of “who are the Roma”, resulting in multiple sets of identities and definitions of the group. Several criteria are important in understanding the implications of these multiple identities: the degree to which the Roma communities are seen as homogeneous or fragmented, the position of the agent involved in the image management of the Roma, and reach of the particular agents into the wider public sphere (i.e., more limited among service providers, more extended among media or history-bookwriters). We compare and discuss the variation in data, methodologies and findings across these various strands of research.

Title: Traveller and Roma parents engaging in education through innovative family learning programmes

Authors: Mary Flanagan and Clare Sheahan (Clare Family Learning Project, Ennis, Ireland)

Abstract: Family learning is a strand of adult literacy provision, within Co. Clare Vocational Education Committee. Traveller and Roma parents have successfully engaged with the Clare Family Learning Project through a partnership approach working with schools and community groups, since 1994. Family learning describes a wide variety of educational intervention programs that have an intergenerational focus in their design and delivery (Clare Family Learning Project:2000). Family learning courses build parents self confidence and abilities to develop strategies and ways of supporting their children’s learning, representing a successful way to hook parents into becoming lifelong learning role models for their children. Family learning bridges the gap between home, school and adult education. The wider benefits include parents becoming more active in their children’s school or in their local community (Ofsted Report:2009). Since 2007 our project has reached a total of 56 Traveller mothers and 10 Traveller fathers who have taken part in 49 classes totalling 557 tuition hours. 17 flexible attractive and relevant programme types were provided including helping with homework, storybags, computers, cookery, sewing, and car mechanics. An eight year longitudinal review was conducted in 2010, which showed Traveller parents who returned to education through family learning continued, with support, to complete FETAC level 5 accreditation and some are now employed locally. In September 2010, Clare Family Learning Project started work on a two year Comenius Regio project Roma Families Learning (RoFaL): The importance of parental involvement in children’s education. There are four local Irish partners and a Turkish lead partner. The project delivered a questionnaire to parents and to date responses have shown all parents want their children to have a good education leading to good employment opportunities. The project aims to support parents to reach this goal.
11. Title: Tolerance in Intergroup Relations: Cognitive Representations Reducing In-group Projection

Authors: Clodagh O'Sullivan *, Kitty Dumont, Sven Wadluzs & Claudia De Meireles. (University of Fort hare, East London United Kingdom)

Named presenter: Clodagh M. O'Sullivan

Abstract: The In-group Projection Model (IPM) states that groups evaluate each other according to how prototypical they are of the superordinate category, the category that includes subgroups. The in-group Projection Model predicts that members of the in-group tend to project their own characteristics onto the superordinate category, and thus see themselves as more prototypical of the superordinate category than the out-group, which increases the likelihood for intergroup discrimination. Research has shown that this tendency of projection appears to be greater in high-status groups. The phenomenon of in-group projection is hypothesized to be reduced by undefined cognitive representations of the superordinate category such as a complex representation of the superordinate category and a small-scope prototype. A complex representation of the superordinate category is one that has many distinctive characteristics that are seen as equally prototypical, whereas a small-scope representation includes a few prescriptive norms. The present study tested the reduction effects of complexity and small-scope prototype on in-group projection using a 2 (Number of dimensions: few vs. many) x 2 (Relatedness of dimensions: orthogonal/independent vs. correlated/related) x 2 (Group: Psychology students vs. Law students) factorial design. The results support the In-group Projection Model and related assumptions. However, the results also indicate the importance of the specific characteristics of the intergroup situation.

12. Title: Social cynicism and cross-cultural differences in the acceptance of lying

Authors: Katarzyna Cantarero (Warsaw School of Social Sciences and Humanities, Poland)

Named presenter: Katarzyna Cantarero

Abstract: The presentation will focus on the cross-cultural differences in the acceptance of lying. Earlier research has shown that members of more collectivistic cultures are prone to accept lies that are aimed at bringing benefits to a group, rather than the ones that are aimed at bringing benefits to an individual. On the grounds of intercultural psychology, understanding lying in a different way and having diverse opinions on what is acceptable and what isn’t, as far as lying is concerned, may divide groups causing misunderstandings and clashes. Better comprehension of the phenomenon may help to limit the appearance of unnecessary conflicts. Since Hofstede’s cultural dimensions have already been investigated in the context of cross-cultural differences in the acceptance of lying, other variables are now being adopted in the research on the subject matter. Social axioms described by Leung and Bond may shed a new light in the field of cross-cultural differences in the acceptance of lying. A quantitative study was conducted between Polish and Mexican respondents. The paper focuses on the results including one of the social axioms: social cynicism. The research showed that this cross-cultural variable relates to higher acceptance of egoistic and important lies. Reasons for these results and possible practical implications will be discussed in the presentation.
Title: A Qualitative Assessment of Male Sexual Dysfunction

Authors: Lorraine McDonagh* (National University of Ireland, Galway, Ireland) & Todd Morrison (University of Saskatchewan, Saskatoon, Canada)

Named presenter: Lorraine McDonagh

Abstract: The current diagnostic classification system of sexual dysfunctions originated in Masters and Johnson’s (1966) human sexual response model; work based primarily on the study of heterosexual males and females. Although this model has been further modified, a heterocentric perspective is still maintained with most research focusing on sexual dysfunctions experienced by heterosexual men incapable of engaging in vaginal penetration. To better understand men’s perceptions and experiences of sexual dysfunctions, a series of focus groups and personal interviews were conducted with gay (N = 16) and heterosexual (N = 16) men. This paper also examined whether dysfunctions (and their interpretation) reported by gay men differed to those reported by heterosexual men. Recordings were transcribed verbatim and thematically analysed. Analysis is ongoing however the main theme suggested with gay men is the experience of pain during anal sex. In relation to differences in interpretations of sexual dysfunctions, the main theme suggested is in relation to erectile dysfunction. Heterosexual men strongly associated erectile dysfunction with loss of “manhood”; this theme has not emerged as strongly for gay men. Limitations of this study and directions for future research are outlined.

Title: The Role of Criminal Social Identity in Development of Anti-Social Life Style.

Authors: Daniel Boduszek* (University of Ulster Magee, Northern Ireland) & Philip Hyland (Dublin Business School, Ireland)

Named presenter: Daniel Boduszek

Abstract: This paper puts forth the hypothesis that individuals become criminals because of the presence of a persistent criminal identity which has its origin in processes of negative social comparisons carried out by individuals who have failed in their pro-social roles and have exhibited non-conforming behaviour, aggravated and compounded by contextual factors such as a dysfunctional family environment and/or the presence of criminal peers. It is also suggested that development of a criminal identity might be influenced by representations of known criminals which are stored in memory system, and are made accessible due to relevant situational cues. This is consistent with the concept of multiple social identities which postulates that as a person’s social context changes, corresponding social identity changes are likely to occur as a result of the activation of situation-specific schemas. Importantly, this paper also introduces the notion that personality could potentially mediate the relationship between the social context and the subsequent development of Criminal Social Identity.
Title: Maladaptive reactions to severe organizational conflicts: the case of self-concept clarity among bullying victims

Author: Malgorzata Gamian-Wilk (Department of Psychology, University of Lower Silesia, Poland)

Named presenter: Malgorzata Gamian-Wilk

Abstract: There are two major causes of bullying, which is a process of frequent and repeated acts of hostile communication, humiliating to an employee: organizational factors and perpetrators’ or victims’ features. Research on the profile of a bullying targets indicates that they suffer from various symptoms such as negative emotions (anger, anxiety, depression symptoms, despair, melancholy, apathy). Targets are often socially isolated, maladjusted, and feel helpless. There are numerous potential antecedents and predictors of maladaptive reactions to be ostracized at work. One of them be the mere self-concept structure and especially the aspect of self-concept integrity. Low level of self-integrity is connected with worse emotional functioning. It was thus anticipated that those individuals who experience workplace bullying and have difficulties with coping with rejection have less integrated self-concept. Ninety-seven working students participated in the survey study. They completed two questionnaires: NAQ (Einarsen et al., 1994; Hoel, 1999; Polish adaptation: Warszewska-Makuch, 2006) to diagnose bullying at work and Campbell et al.’s (1996, Polish adaptation Huflejt Łukasik, 2010) self-concept clarity scale measuring self-concept integrity, Rosenberg’s SES (Polish adaptation by Lachowicz-Tabaczek, Łaguna, & Dzwonkowska, 2007) to measure self-esteem, Beck Depression Inventory (Polish adaptation by Lewicka & Capinski) and State and Trait Anxiety Inventory (Spielberger, Gorsuch & Lushen, Polish adaptation by Wrzesniewski & Sosnowski, 1987). The results have shown that low self-concept clarity is connected with greater maladjustment among individuals excluded during prolonged conflicts. Those victims who scored low on self-concept clarity had lower self-esteem, experienced greater anxiety and depression than victims high on self-concept clarity.

Title: Alcohol Related Injuries in Cork City.

Author: Sarah Meaney, Eileen Williamson & Paul Corcoran, (National Suicide Research Foundation, Cork, Ireland) Ivan J. Perry (Dept. of Epidemiology and Public Health, University College Cork, Ireland)

Abstract: The European All Injury Database (IDB) is a European Commission initiative to develop a standardised emergency department-based injury surveillance system. The WHO estimates that 37-43% of road injuries, 15-35% of fall injuries and 24-47% of injuries due to alcohol consumption are related to alcohol consumption. The objective of the study was to determine the incidence and pattern of alcohol-related injuries presenting to emergency departments. Three Cork City hospitals were selected for the IDB in the Republic of Ireland. Data were recorded on all injury-related presentations to the three emergency departments from 1st of January to the 30th of June 2005; of which one in every eight days were sampled. 2967 injury presentations were recorded. Of these 86% were unintentional of which alcohol contributed to 6%. 7% of all injuries were assaults of which alcohol contributed to 25%. 3% of all injuries were intentional self-harm of which alcohol contributed to 37%. Level of alcohol consumption was generally unspecified. Of all the injuries related to alcohol men (69%) were twice as likely to present than women (p<0.01). Of all alcohol related injuries open wounds caused by blunt force (34%) were most prevalent (P<0.001). Comparisons will be made to other Member States participating in the EU IBD. International literature illustrate that alcohol is a major contributing factor to injury presentations to emergency departments. This is not evidenced by the data in Cork City. Poor recording of alcohol in the injury event in the Republic of Ireland needs to be addressed in order to develop effective prevention policies.
**Title:** Measuring Adaptation Post Stroke

**Authors:** Irene Hartigan* & Geraldine McCarthy (School of Nursing & Midwifery, Brookfield Health Science Complex, University College Cork, Ireland)

**Named presenter:** Irene Hartigan

**Abstract:** Commonly, post stroke, many individuals may not achieve complete recovery. Therefore greater research is warranted to explain how individuals adapt to their condition. Empirical stroke studies to date have focused on clinical and neurological factors post stroke. Roy’s Adaptation Model (RAM) embraces the concept of adaptation and categorises outcomes of the individual into four bio-psychosocial response adaptive modes. The Psychosocial Adjustment to Illness Scale (PAIS) (Derogatis and Derogatis, 1990) assesses a person’s psychological and social adjustment to illness. It comprises of forty-six questions that cover seven domains of psychosocial adjustment. The bio-psychosocial response adaptive modes within RAM depict similar typology of indicators to that of the psychosocial domains within the PAIS. A search was conducted using the electronic databases to retrieve studies that used the PAIS. Sixteen studies were conducted between 2000-2010. Seven studies explored adjustment of patients diagnosed with cancer and the remaining studied other chronic illnesses. Only one study explored the relationship between PAIS and brain damage post stroke. This study was not included in the final review as it is only published in Japanese. Strengths of the PAIS and the appropriateness of this measure to predict adaptive coping in individuals with a chronic illness are discussed. Research is necessary to inform healthcare professionals how individuals adjust post stroke. The PAIS is a scale which captures many of the adaptive modes within the RAM. Therefore a study is proposed utilising this theoretical framework to determine the extent of psychosocial adjustment to stroke.

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**Title:** “Neuropsychological assessment of the ventral aspect of the prefrontal cortex: a systematic review of assessment instruments”

**Authors:** Stephen Walsh* (Department of Psychology, University of Limerick, Ireland) & Donal Fortune (Acquired Brain Injury, Ireland)

**Named presenter:** Stephen Walsh

**Abstract:** The ventromedial prefrontal cortex has been presented as pivotal (e.g. Clark and Manes (2004) to social and emotional decision making processes. The Somatic Marker Hypothesis is arguably (e.g. Reimann & Bechara 2010) the only comprehensive neurological theory of decision making and the associated Iowa Gambling Task (Bechara et al.1994) its appropriate assessment instrument. The present study examines review papers regarding both and also the wider neuropsychological assessment of the ventral aspect of the prefrontal cortex published prior to December 2010. The argument is advanced that while decision making is not mediated by the ventromedial prefrontal cortex alone, the Iowa Gambling Task, as part of a more comprehensive evaluation, is useful for detecting decision making deficits in clinical populations that are not captured by contemporary measures of intelligence or executive function.
Title: Psychological predictors and outcomes of isolating home preferences

Authors: Harry Wallace*, Thuy Anh Ngo & David Russak (Trinity University, San Antonio, TX, United States America)

Named presenter: Harry Wallace

Abstract: In the past half century, virtually every trend related to external physical characteristics of suburban homes and neighborhoods has served to increase residents’ privacy and reduce social exposure (e.g., gated communities, privacy fences, attached garages, car dependency, back decks replacing front porches). Cars and computers allow suburbanites the option of intentionally seeking human contact, but privacy is the modern default living environment. Sociologists and urban planners have considered broad cultural and economic implications of these changes, but prior research has not focused on how these home changes may influence the happiness of the individuals who inhabit modern suburbia. The importance of social connections for happiness is intuitively obvious and empirically well-established, so homes that promote social interaction may promote happiness more than isolating homes. Our research asked participants to describe external characteristics of their ideal home, list factors that affect their personal happiness, and complete measures of subjective well-being. Nearly all participants linked their happiness with social connections. When asked directly, most judged that external characteristics of homes significantly influence important social relationships, yet very few listed ideal home elements that promote social connections. Participants who sought isolating homes were significantly less happy. Our research also tested the symbolic effect of fences by asking participants to speculate about neighborhood characteristics based on photographs. For half of participants, privacy fences were visible in the photo. Privacy fences led participants to view neighborhood residents as wealthier, more closed-minded, and less likeable.

Title: Monitoring the Future of Homelessness in Ireland: Preliminary Findings

Authors: Branagh O’Shaughnessy; Rachel Manning & Ronni Michelle Greenwood (University of Limerick, Ireland)

Abstract: This poster will present preliminary results from the baseline data collected for a three-year longitudinal study of the socio-psychological correlates of housing services in Ireland. Thus far, 29 adults (65.5% male) have completed measures of housing stability, service use, choice in housing services, community integration, personal resources (e.g., mastery), and psychiatric symptoms. Preliminary analyses indicate that, on average, participants report experiences an average of 50 months homeless prior to moving into their current residence and have lived in their residence for an average of 35 months. Perceived mastery was positively correlated with physical aspects of community integration, negatively correlated with service use, and negatively correlated with psychiatric symptoms. Furthermore, the correlation between mastery and perceived choice in services was marginally significant. These results, combined with previous research (e.g., Greenwood et al, 2005) suggest that housing services that foster self-determination may also foster recovery from mental health problems and homelessness.
Title: Love < Optimism: On the different effects of positive emotions on moral behaviour

Authors: Frederieke van Dongen & Eric Igou (Department of Psychology; University of Limerick, Ireland)

Named presenter: Frederieke van Dongen

Abstract: Research has shown that moral behaviour is influenced by negative emotions. Positive emotions, however, also influence the decisions that we make. We examined the different effects of positive emotions (e.g., love, optimism) on moral decision making. Specifically, as love and optimism differ on dimensions that are relevant for morality (e.g., time perspective, globality), we predicted that love leads to less moral decisions than optimism. Our predictions were tested across four studies in different moral domains. Study 1 showed that optimism induced a long-term, global perspective, whereas love led to a short-term, specific focus. Study 2 showed that people induced with optimism were less likely to illegitimately profit from common goods (e.g., evading taxes) compared to love. Furthermore, love led to a greater likelihood of accepting a big bonus in a financial crisis scenario compared to optimism. Study 3 showed that love leads to more defecting in the prisoner’s dilemma compared to optimism. In the environmental domain, study 4 showed that love led to less moral decisions, that is, damaging the environment to increase own benefits, than optimism. These findings indicate that different positive emotions have diverse effects on moral decision making. Specifically, optimism leads to more moral decisions compared to love, across economical and environmental domains. As people’s individual decisions have implications for society as a whole (e.g., the economical climate of a country, global warming), it is important to gain insights in how moral decision making can be increased. Potential interventions (e.g., promoting optimism) will be discussed.

Title: Boredom Affects Group-Related Judgments: A Pragmatic Meaning-Regulation Approach

Authors: Wijnand van Tilburg* & Eric Igou (University of Limerick, Ireland)

Named presenter: Wijnand A. P. van Tilburg

Abstract: We investigated whether people attribute heightened status and intellectual capacity to a person whose name contains middle initials. Although middle initials seem to offer no obvious increase in status or ability, we suggest that middle initials can nevertheless affect these subjectively. The display of middle initials in domains such as academia, business, or politics, seems common, and we suggest that people infer elevated intellectual ability and status when appraising person attributes that include middle initials, reflecting an overgeneralization. In a series of seven studies, we observed that authors who had middle initials were found to be more likely to be upfront in the authors’ list of social psychology research articles, having middle initials positively affected authors’ perceived writing skills and expected income. Furthermore, heightened social status was ascribed to people with names that included middle initials and the mediating role of perceived status on intellectual ability was confirmed by manipulation and measurement. These novel findings indicate that the presence of middle initials affects intellectual evaluative judgments, and that this can be at least partially explained by the social status that is inferred from presenting middle initials in a name. On the broader level, our results indicate even the content of people’s names is used for deriving impressions of a person’s social status of people and their intellectual skills.
Title: Death anxiety in the elderly: A discussion for the academic debate table.

Authors: Helen Carolan (University College Cork, Ireland) & Carmel Joyce* (University of Limerick, Ireland)

Named presenter: Carmel Joyce

Abstract: The final decades of life brings an increasing awareness of the reality of death (Corey, 2005). The anxiety elicited by confronting death has been the focus of much academic commentary (Garrow & Walker, 2001; O'Connor, 2004), yet it remains unclear whether the experience of death anxiety in the elderly is unique from other age cohorts (Fortner & Neimeyer). The reported variables of religion, culture, living conditions, confounding health problems, life satisfaction and age have yielded inconsistent results in the literature. A qualitative study was conducted with 6 elderly respondents and the aims were two-fold (1) to address the apparent lack of qualitative research on the experience of death anxiety in the elderly (2) to explore respondents’ interpretation of their own world in order to shed light on discrepancies in results of reported variables in previous research. Results of this study strongly indicate that, social relationships (including family and community), functional independence and religious devotion are central to a positive experience of old age. Death anxiety did not appear prominent though there was a sense of resignation and unease towards their mortality in a couple of the participants. This suggests that death anxiety response patterns are less a function of the population examined and more an indication of the level of engagement with the concept of death and the employment of resources to manage that reality.

Title: Continuing the Investigation of the Emotion-Behaviour Link

Authors: Lauren M. Hamel (Business School, Dublin City University, Ireland)

Named presenter: Lauren M. Hamel

Abstract: The aim of this study was to gain understanding of the link between emotion and behaviour (Lazarus, 1991; Nabi, 2002; Smith, et al., 2010), sources and messages shown to induce the action tendency emotions of anger, sadness, and guilt were studied to determine if emotions predict intent and behaviour (Hamel & Smith, 2008; Hamel, 2009a). The relationship between mother and preadolescent daughter was the focus with specific interest in persuading mothers to encourage their daughters to eat healthily. Anger (H1) and sadness (H2) will be positive predictors of mothers’ intention and encouragement of a healthy diet for their preadolescent daughter(s), whereas guilt (H3) will be a negative predictor of intent and encouragement. A two-part, web-based, 2 (message) X 3 (source) between subjects experiment was utilized. The first stage (N = 132) included presenting one of two messages from one of three sources. Emotion(s) elicited, predicted emotional mechanisms, and intent to encourage were all measured with Likert-type scales. The second stage of the study (N = 32) assessed encouraging behaviour. Data were analyzed using regression models. The data were not consistent with H1, H2, or H3. Anger, sadness, and guilt were not significantly predictive of intent or encouragement. A post hoc exploratory factor analysis was conducted on the nine emotional mechanism items and it yielded two factors – a negative feeling factor (annoyance, aggravation, loss of freedom) and a positive outcome factor. When included in the regression, the negative feeling factor significantly predicted encouraging behaviour (B = -.572, p < .05). It is unclear if discrete emotions influence behaviour (due to poor stimuli and low statistical power). But there is evidence that if a message involves some type of negative response (annoyance, aggravation, and/or a loss of freedom) respondents will be less likely to encourage.
Title: ‘Superstars and Shiny People’: Class and the ‘model pupil’ at a single-sex Irish rural secondary school

Authors: Emma Burns (Sociology, University of Limerick, Ireland)

Named presenter: Emma Burns

Abstract: This study sets out to explore how students categorise themselves against a “generalised other” and explores how class may be a determining factor in access to positive or negative school experiences. The ways in which adolescent female students negotiate and interrogate discursive ideologies relating to the concept of ‘the ideal pupil’ specifically within a rural Catholic all-girls’ secondary school are examined. A broadly interpretivist approach was adopted, influenced by some of the key concerns in phenomenology. Two cases were selected and their individual personal perceptions analysed in relation to discourses surrounding the ideal or model student. Teachers from the school were interviewed in order to locate the context within which the subjectivities of the students are formed.

The research shows how normative constructions of the ‘model pupil’ shape students’ perceptions of their position within the school and mediate their experiences of belonging and marginalisation. The ‘model pupil’ paradigm is used by educationalists to formulate teaching practice, organise schools and implement education strategies. In schools, discourses around the ‘model pupil’ act as a significant organisational process in determining what kinds of subjectivities pupils experience. These subjectivities impact on pupils’ experiences of inclusion and exclusion. Social class informs their understandings of otherness and may be a determining factor in access to positive or negative school experiences. The research demonstrates that the concept of the ‘model pupil’ is more than just a tool for educationalists; it is a stratifying process which impacts on pupils, positioning some within the school community whilst marginalising others.

Title: ‘What makes the heart sing? A gratitude intervention on Irish university students’

Authors: Grainne Kearney* (Trinity College Dublin, Ireland) David O’Sullivan, Zelda Di Blasi & Michael Murphy (College Cork, Ireland)

Named presenter: Grainne Kearney

Abstract: The therapeutic effect of gratitude is becoming increasingly evidence-based thanks to the rapidly growing field of positive psychology. This study examines the effects of a gratitude intervention on the levels of happiness, gratitude and stress in a sample of Irish students. Two groups of undergraduates from University College Cork were assigned to either a week long gratitude intervention, consisting of writing a daily gratitude diary (N=71) or to a placebo control group, which involved writing a diary of daily activities (N=64). Participants were administered the *Oxford Happiness Questionnaire - Short form*, a *Gratitude Questionnaire* and the *Perceived Stress Scale* at baseline and post-intervention. Participants in the gratitude group were significantly happier and more grateful post intervention, while there were no significant changes in happiness, gratitude and stress levels pre and post in the control group. Because the control group reported being happier, more grateful and less stressed than the intervention group at baseline, we found no significant difference in any of our measures post-intervention between the two groups. Limitations, as well as directions for future research are discussed.
Title: ‘A School-based Intervention to Identify Adolescents at High-Risk of Suicidal Behaviour.

Authors: Padraig Cotter*, Paul Corcoran, Ella Arensman (National Suicide Research Foundation), Elizabeth Nixon (Trinity College Dublin) & Helen Keeley (Child and Adolescent Mental Health Services, Ireland)

Named presenter: Padraig Cotter

Abstract: The SEYLE study was designed to address the dearth of research on adolescent-focused suicide prevention programmes in Europe. Aims: To examine the effects of a suicide screening process on at-risk adolescents and to investigate factors associated with attendance at clinical interview. Method: In Ireland 1,112 students aged 13-16 years completed a questionnaire at baseline and 3 months follow-up (n=999). Questionnaires were screened in situ for Emergency Cases, who were offered a clinical assessment. Cases were matched with controls on the basis of school, gender and age. Results: 78 cases (7%) were identified and 37% of these attended interview. Significantly more attendees (50%) than non-attendees (21%) reported sadness/hopelessness at baseline (X²= 7.104, df = 1, p = .008). High levels of anxiety (Odds Ratio (OR) = 1.13, 95% CI 1.02 – 1.26) and low levels of wellbeing (OR = .76, 95% CI .60 .97) were the only factors independently associated with being a case. Between baseline and follow-up, cases experienced a significantly greater decrease in depressive symptoms (Case: Mean=9.59, SD=11.18; Control:= Mean=1.35, SD=2.53; t(33)=4.09, p=.000) and anxiety (Case: M = 9.50, SD =10.02; Control: Mean=.86, SD=6.68; t(21)=4.73, p=.000), and a greater increase in wellbeing (Case: M=4.00, SD=5.71; Control: Mean=.11, SD=4.48; t(43)=3.63, p=.001) than controls. No significant differences emerged between attendees and non-attendees. Conclusion: Most Irish adolescents identified by screening as being at high-risk of suicidal behaviour will not avail of an assessment by a psychiatrist. Combined screening and parent contact is associated with reduced depressive and anxiety symptoms and an increase in well-being.

Title: Predicting Intentions to Participate in Counselling Among At-Risk Irish Government Employees Using The Theory of Planned Behaviour

Authors: Philip Hyland* & Daniel Boduszek (Dublin Business School of Arts, Ireland)

Named presenter: Philip Hyland

Abstract: Background: Mental health services, such as counselling, are chronically underutilized despite the widespread occurrence of mental illness. Traditionally attempts to understand this phenomenon have considered only attitudes or associated social stigma. Few studies have employed the Theory of Planned Behaviour (Ajzen, 1991) to understand why people avoid, or make use of, counselling services. To compare the predictive utility of Ajzen’s (1991) TPB model and an alternative TPB model to explain intentions to participate in psychological counselling, and to examine for any gender difference in intentions. 259 members of a front-line, at-risk occupation for the Irish government completed a TPB-based questionnaire during a training seminar. Ajzen’s TPB model explained 47% of variance in intentions, with all the main TPB variables significantly predicting intentions. An alternative TPB model, which split the PBC construct between its internal and external control components, explained an additional 10% of variance in intentions. Intentions to participate in counselling were neutral-to-positive and no gender differences were identified. The TPB model is an appropriate tool for the prediction of intentions to participate in counselling. The predictive utility of the TPB may well be improved by distinguishing internal and external control factors as separate predictor variables.
Title: Profiling Risk and Protective Factors for Mental Health Wellbeing in Vulnerable and At-Risk Populations of Young People

Authors: Louise Hall* (School of Psychology, University College Dublin, Ireland) & Barbara Dooley (The National Centre for Youth Mental Health, Dublin, Ireland)

Named presenter: Louise Hall

Abstract: To date there is limited research examining the relationship between protective factors and levels of cumulative risk on indicators of wellbeing, mental health distress and protective processes (i.e. psychological functioning), in vulnerable and at-risk populations’ young people in Ireland. Thus, the present study aimed to address this gap in our understanding of above and to determine differences between the present sample and a school-based sample of young people in terms of the above factors. Overall 252 (102 males: 150 female) young people from the following groups; early school leavers (N=85), Travellers (N=53), young people from designated disadvantaged areas (N=82) and Deaf young people (N=32), whose ages ranged from 14-25 years (M= 17.26; SD= 2.31), took part in the study. All participants completed the MWQ, developed by Headstrong, which measures psychological functioning and key risk and protective factors. Results indicated that in comparison to the school-based sample, the current sample were found to report lower levels of wellbeing whilst reporting higher levels of protective processes (personal competence and social resources). They were also found to be more likely to report more risk factors and experience high levels of cumulative risk. Both avoidant coping and high levels of cumulative risk were found to have deleterious effects on wellbeing whilst perceived coping efficacy was found to be a useful resource for maintaining wellbeing. Implications of these findings are hoped to aid current information systems of adolescent mental health and to identify target areas, for communities, which should be incorporated into prevention and intervention programs.

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Title: Measuring Up: An evaluation of autism-specific educational programmes in an Irish context.

Authors: Jennifer McMahon & Veronica Cullinan. (Department of Psychology; Mary Immaculate College/University of Limerick, Ireland)

Abstract: To date there has been a marked deficit in information examining autism education in the Irish context. Two schools providing educational services based on differing models of educational provision participated in the present study. The basis of the evaluation was a set of Autism Programme Quality Indicators (APQI) formulated by the State of New York Education Department outlining the components of effective educational programmes for students with ASD. Results established the characteristics of educational provision within both schools as well as determining their levels of concordance with autism programme quality indicators. Findings are discussed in light of implications for the development and implementation of educational services for students with ASD. Future studies should continue to elicit information as to Irish educational provision and its adherence to best practice guidelines.
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