Association of European Qualitative Researchers in Psychology (EQuiP)

Université Lumière Lyon 2

GRePS Groupe de recherche en Psychologie Sociétale

Université Lumière Lyon 2

Institut de Psychologie de Lyon

3rd CONFERENCE

ASSOCIATION OF EUROPEAN QUALITATIVE RESEARCHERS IN PSYCHOLOGY



Association of European Qualitative Researchers in Psychology (EQuiP)

Qualitative research:

developing a psychology of and for world making

LYON

8–10 JULY 2026

How qualitative research can contribute to the development of a psychology of and for world-making ?

BOOK OF ABTSRACTS

8 TO 10 JULY 2026

Université Lumière Lyon 2 (Lyon, France)

Wednesday 8th July 2026, 11:20 - 13:00, CLI 040, Symposium

Presentation of the symposium

Symposium title: Gendering Hesitancy: Situated Practices and Health Subjectivities

MICHOUD C. [1], GRAY BRUNTON C. [2], GOUGH B. [3]

[1] University of Lausanne, 1015 Lausanne, Switzerland
[2] Edinburgh Napier University, Edinburgh, United Kingdom
[3] Leeds Beckett University, Leeds, United Kingdom

Keywords: Vaccine LGBTQI+ experiences, cervical cancer prevention, vaccine hesitancy

Psychological research on vaccine hesitancy predominantly employs quantitative methods with hesitant parents or examines how medical staff influence patient behaviour. While recent work has begun incorporating social and cultural dimensions and exploring adult hesitancy beyond infant-centred vaccination, critical qualitative approaches remain scarce. Crucially, few studies address gender dimensions—including LGBTQI+ experiences or gendered parenting expectations—despite their centrality to how hesitancy is lived and negotiated.

Current research often perpetuates biomedical assumptions, framing hesitancy as knowledge deficits requiring health literacy interventions. This framework fails to recognise how vaccine hesitancy is co-constructed by gendered power relations and normative expectations. To bridge this gap, this symposium addresses health inequalities perpetuated by gender norms by exploring how qualitative inquiry into gender and vaccine hesitancy can contribute to world-making psychology. It illuminates some of the discursive and material spaces through which health-related subjectivities emerge.

Our presentations frame vaccine hesitancy not as an individual, cognitive process, but rather as a situated practice embedded in gendered social worlds. Through discursive and thematic approaches, we articulate how hesitancy is produced within structural barriers and institutional gaps that render cervical cancer prevention unevenly accessible - particularly for women in vulnerable groups- alongside analyses of masculinity constructions across cultures, sexual minority perspectives on the HPV vaccine, and parenting literature on vaccination. The symposium will provide insights for health psychology on gender implications for vaccine implementation policies; implications of HPV vaccines for minorities and incarcerated women and how to discuss vaccine-hesitancy inducing literature with hesitant mothers.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 040, Symposium

Who to Trust? Parenting Books and the Gendered Politics of Vaccine Hesitancy

Symposium title: Gendering Hesitancy: Situated Practices and Health Subjectivities

MICHOUD C. [1], *DEL RÍO CARRAL M.* [1]

[1] *University of Lausanne, 1015 Lausanne, Switzerland*

Keywords: book analysis, vaccine hesitancy, switzerland

Parenting advice forms a genre of its own—yet what do such books tell us in the digital age, when we are constantly warned 'not to trust the internet'? While many claim to distrust online information, a Swiss study on maternal vaccine hesitancy found that nearly all hesitant mothers referred to two widely available books: 'The (good) health of unvaccinated children' and 'Who loves a lot vaccines a little'. Both are written by local paediatricians, easily found in local bookshops and displayed under the 'Health' sections, where their positioning suggests even more credibility. Drawing on critical discursive psychology, this presentation examines these texts as persuasive artefacts that shape maternal subjectivities and vaccine-related decision-making. It explores how the books' advice constructs normative ideals of 'good motherhood' and how these ideals intersect with broader gendered expectations of care, responsibility, and risk. A visual analysis further shows how layout, typography, and imagery contribute to the texts' rhetorical power, granting them an aura of authority that online sources are often denied. By interrogating how printed parenting literature circulates within gendered health cultures, this presentation highlights the subtle ways in which trust, expertise, and morality are negotiated beyond biomedical frameworks. It contributes to understanding vaccine hesitancy as a situated, gendered practice embedded in cultural meanings of parenting and care.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 040, Symposium

Findings from a systematic review exploring gay, bisexual and men who have sex with men (GBMSM) experiences and perceptions of HPV and the HPV vaccine

Symposium title: Gendering Hesitancy: Situated Practices and Health Subjectivities

POW J. [1], CLARKE L. [1], MCHALE S. [1], GRAY BRUNTON C. [1]

[1] Edinburgh Napier University, Edinburgh, United Kingdom

Keywords: HPV, GBMSM, qualitative systematic review

Background: Within the GBMSM population, HPV can cause anogenital warts and anogenital and oropharyngeal cancers. The incidence of HPV related anal cancer among GBMSM is approximately 20 times greater than among heterosexual men. Given the increased risk for the GBMSM population there was a need to explore GBMSM experiences and perceptions about both HPV and the HPV vaccination. **Aim**: To understand GBMSM's experience and perceptions of HPV and HPV vaccination. **Methods:** A systematic review and thematic synthesis of qualitative studies examining experiences of HPV and barriers and facilitators to participating in HPV vaccination. **Findings**: A gendered understanding of HPV and HPV vaccination plays a role in the perceptions and understanding of HPV for GBMSM. The focus on cervical cancer messaging obscures other significant cancers affecting GBMSM. The role healthcare providers play in driving HPV vaccine acceptability, significance of sexual health disclosure, the role that stigma may play and risks for HPV within a 'heteronormative' culture was also evident. **Discussion**: Men's health directly benefits form the HPV vaccine as a cancer prevention vaccine in anal, penile and oral cancers and this message is being missed or obscured from current HPV information. Healthcare providers should be proactive in offering this outside sexual health clinics to avoid and reduce stigmatization of minority groups such as GBMSM. Targeted public health education and awareness campaigns are needed for GBMSM and other minority groups communicating the risks associated with HPV to increase knowledge and awareness and to move away from the gendered and 'heteronormative worldview'.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 040, Symposium

Masculinity, Responsibilities and Risks within HPV vaccine policy

Symposium title: Gendering Vaccine Hesitancy: Situated Practices and Health Subjectivities

GRAY BRUNTON C. [1], CARNEGIE E. [1], POW J. [1], TODOROVA I. [2]

[1] Edinburgh Napier University, Edinburgh, United Kingdom
[2] Northeastern University, Boston, United States

Keywords: vaccine hesitancy, qualitative psychology, HPV vaccine; boys/young men

Background: Vaccination is not neutral but takes place in historical, socio-cultural contexts. The HPV vaccine is a cancer-prevention vaccine for cervical, anal, penile and oropharyngeal cancers. Historically the vaccine was primarily targeted at preadolescent girls and cervical cancer elimination remains a global health strategy. However, despite many countries now recommending the HPV vaccine for boys/young men, there are low uptake rates globally and limited understandings of why that is the case. The gendered consequences of HPV vaccine policies and boys/men's absence have not been fully explored. Aim: To explore accounts from young women and men (18-28 years) from different cultural contexts to consider gender. Method: Drawing from data from our cross-cultural, qualitative studies and informed overall by a discursive approach. Findings: We synthesised findings from our cross-cultural studies to explore gendered constructions and their implications to address boys/young men's absence in the HPV vaccine across themes. Discussion: We considered masculinity constructions within accounts for the HPV vaccine. We highlight key discursive tensions around men's protector role versus personal vulnerability in accounts of 'risks' from HPV; tensions around help-seeking behaviours and information versus absence and exclusion and finally responsibilities for sexual health. To address vaccine hesitancy for the HPV vaccine amongst boys/young men, public health efforts need to engage with positive constructions of masculinity within neoliberal contexts to challenge conceptions and support inclusion around caring roles, proactive health and responsible citizens.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 008, Symposium

Theoretical and methodological developments of discursive and rhetorical psychological approaches to prejudice

Symposium title: Theoretical and methodological developments of discursive and rhetorical psychological approaches to prejudice

HUNT A. [1], FIGGOU L. [2]

[1] University of East Anglia, York, United Kingdom
[2] Aristotle University of Thessaloniki, Thessaloniki, Greece

Keywords: Prejudice, Discourse, Rhetoric

Discursive and rhetorical psychological research has extensively highlighted the 'norm against prejudice' whereby particular speakers deny the racist characteristics of their arguments by presenting discriminatory positions as reasonable. However, the rapidly changing tides of today's political climate have complicated these findings as evidenced by prejudiced views arguably becoming more permissible and going unchallenged in everyday talk and political discourse. This symposium presents research that adapts the theoretical and methodological conventions of discursive and rhetorical psychology to deconstruct the new ways in which prejudice is navigated in discourse across various social contexts. The first presentation offers one theoretical contribution by demonstrating that anti-Black racist stereotypes are legitimised via anti-protest rhetoric – particularly when right-wing commentators constructed Black Lives Matter demonstrations as predisposed to violent tendencies. The theoretical contribution of the second presentation concerns the way in which accusations of anti-Semitism are used as rhetorical resources to silence criticisms of Israel while stifling Palestinian solidarity. The third presentation investigates the comment sections of Finnish news media articles to highlight a more comprehensive theoretical and methodological understanding of the ideologies that reinforce racial/ethnic hierarchies and segregation. The last presentation demonstrates the methodological value of exploring dilemmatic negotiations of identities through walking interviews which shift the rhetorical dynamics of contact-seeking and avoidance boundaries when discussing microecological segregation in Helsinki. With these presentations, we advocate for social psychologists using qualitative methods to adapt the seminal findings of discursive and rhetorical psychology to the new strategies used to operate and justify prejudice in recent political discourse.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 008, Symposium

Antisemitism and anti-Palestinian hate; implications for the rhetorical understanding of prejudice

Symposium title: Theoretical and methodological developments of discursive and rhetorical psychological approaches to prejudice

GOODMAN S. [1]

[1] *De Montfort University, Leicester, United Kingdom*

Keywords: Antisemitism, rhetorical psychology, norm against prejudice

One of the most recognisable findings of rhetorical psychology is the 'norm against prejudice' where speakers expressing potentially prejudicial views must work to protect themselves against being seen as prejudicial. This leads to the common use of disclaimers, where speakers deny that what is said is prejudicial, alongside other strategies for presenting arguably prejudicial talk as warranted. As a result of this, much rhetorical and discursive psychological work focuses on how people achieve prejudice despite these denials, with those accused sometimes claiming that accusations of racism unfairly stigmatise people and shut down debate. This means that much rhetorical work assumes that there is prejudice and works to show how prejudice is done despite denials to the contrary. However, the contentious topic of antisemitism leads to a challenging complication because while antisemitism is very real, the context of the Israel/Palestine conflict has led to antisemitism sometimes being conflated with criticism of Israel and/or Palestinian solidarity. This paper will present examples of accusations of antisemitism being used this way in the British context, drawing on examples from debates surrounding (1) the British Labour party, (2) British Jewish support for Palestine and (3) following a deadly antisemitic attack against Jews in a British synagogue. As well as exploring these examples, the paper will reflect on what this means more widely for the norm against prejudice, and rhetorical/discursive work that illustrates prejudice occurring alongside denials. The author will offer some self-reflections on their own positionality around this complex issue.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 008, Symposium

Exploring experiences of interethnic contact using walking interviews: Ideological dilemmas of negotiating social contact in an urban context

Symposium title: Theoretical and methodological developments of discursive and rhetorical psychological approaches to prejudice

TORMIS H. [1], *FREJBORG I.* [1]

[1] *University of Helsinki, Helsinki, Finland*

Keywords: microecological segregation, prejudice, interethnic relations

Explorations of everyday place-making are central to gauging the social psychological dynamics underpinning contact-seeking and avoidance behaviours in urban contexts. In this study, we aim to illustrate the nuanced dynamics of microecological segregation in Helsinki, Finland, by examining how citizens construct their environment and position themselves and others within it. We conducted 40 open-ended walking interviews with ethnic majority and minority participants, where the interviewee guided the interviewer through their neighbourhood. Walking interviews have proven useful for understanding the relationship between self and space and allow us to incorporate the dimension of space in explorations of contact and separation in public spaces. We use a critical discursive psychological approach, particularly the concepts of ideological dilemmas and subject positions, to explore how the participants construct and position the "other" and to demonstrate the social and ideological outcomes of these conceptualisations. The findings showcase the centrality of two key ideological dilemmas in negotiating (intergroup) contact; first, a dilemma between the in-theory idealisation of local community and the in-practice fragmentation of community - marking the boundaries of (dis)engagement with others in one's neighbourhood; and second, between the desire to approach similar (integrated/assimilated) "others" and the desire to experience the "difference" of the "other". These findings highlight the importance of novel theoretical-methodological approaches that allow for explorations of the multifaceted relationship between self, others and space as located constructs and the dilemmatic negotiation of identities in defining the boundaries of a social landscape and contact-seeking/avoidance.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 008, Symposium

Negotiating everyday ethnic relations and claims to place in a changing urban context: a critical discursive psychological analysis of news media comments

Symposium title: Theoretical and methodological developments of discursive and rhetorical psychological approaches to prejudice

FREJBORG I. [1], *PETTERSSON K.* [1]

[1] *University of Helsinki, Helsinki, Finland*

Keywords: intergroup relations, critical discursive psychology, located subjectivities

The present article aims to contribute to scholarship on everyday intergroup relations by offering a theoretical-methodological framework for analysing the ways in which located ethnic relations are constituted in lay public discourse. The setting for this research is Helsinki, a Nordic metropole with a relatively short history of large-scale immigration.

We apply a critical discursive psychological lens and the concept of rhetorical place-making to examine how ethnic relations in Helsinki are constructed and negotiated in reader comments to Finnish news media articles and editorials. The commenters discuss a right-wing populist political leader's prediction of Finland's capital Helsinki's future as catastrophic, given its increasing multiculturalization. To better understand what is at stake in these representations, we draw on a "rights in places" framework to explore how claims to place are articulated and contested by the commenters.

Our analysis found four interpretative repertoires, organized around oppositional argumentative pairs, that construct ethnic relations in the city as characterized by 1) (dis)pleasure, 2) (un)safety, 3) (self)segregation and 4) material (dis)advantage. These repertoires illustrate the discursive avenues for placing people and producing exclusion and belonging employed by the commenters.

Methodologically, the study advances our understanding of how representations of place, people and claims to place are constructed in concert and function as rhetorical positions in place-making discourse. Our findings additionally underscore the need for theoretical/methodological approaches that allow us to identify and critically interrogate the ideological traditions underpinning place-making discourse and how they may function to reinforce the production of segregation and racial/ethnic hierarchies.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 008, Symposium

The overlap of anti-Black and anti-protest rhetoric: How far-right political commentators preserve anti-Black racist stereotypes in the context of Black Lives Matter debates

Symposium title: Theoretical and methodological developments of discursive and rhetorical psychological approaches to prejudice

HUNT A. [1], DEMASI M. [2], GOODMAN S. [3]

[1] University of East Anglia, York, United Kingdom
[2] Leeds Beckett University, Leeds, United Kingdom
[3] De Montford University, Leicester, United Kingdom

Keywords: Anti-Black Racism, Anti-Protest rhetoric, Ideology

Research grounded in social identity theory explores group dynamics between crowds and police in the context of crowd events such as demonstrations, marches, protests, and riots. Although some of this research focuses on how crowds mobilise to oppose racism, there are far-right political commentators who seek to rhetorically undermine the anti-racist motives of protests. Our study seeks to address this matter by demonstrating that far-right political commentators preserve racism by condemning protests against the police in Black Lives Matter (BLM) related crowd movements. The dataset includes two debates from both 'Conservative Talk Radio' and 'The Candace Owen Show' discussing U.S. systemic racism and BLM protests. We used the conventions of discursive and rhetorical psychology to highlight how far-right commentators avoided coming across as racist when discussing matters related to BLM. The far-right commentators employed a 'rioter' category to construct BLM related crowd events as violent - thus, justifying their anti-BLM positions. Portraying BLM activists as uncivilised riots enforces negative stereotypes associated with Black people in the US which justifies racially targeted police brutality. Doing so allows the far-right commentators to indicate that the BLM movement used anti-racism as an ulterior motive to enact violence while treating racism as irrelevant to police brutality. The novelty of this study demonstrates that right-wing speakers employ anti-Black and anti-protest rhetoric in similar ways to the extent that both categories are fused together for rhetorical purposes. The rioter category therefore legitimises and reinforces anti-Black stereotypes by presenting Black protesters as predisposed to violent crowd behaviour.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 005, Symposium

Forced migration: Researching transgenerational trauma and resilience

Symposium title: Forced migration: Researching transgenerational trauma and resilience

BORCSA M. [1]

[1] *Institute of Social Medicine, Rehabilitation Sciences and Healthcare Research; University of Applied Sciences Nordhausen, Germany, Nordhausen, Germany*

Keywords: forced migration, resilience, trauma

Eighty years after World War II, the issue of forced migration and its psychological effects have gained renewed relevance due to the war in Ukraine. Affected families face numerous challenges and are exposed to a continuum of traumatization that can influence family life across generations (Borcsa, 2017; Sangalang & Vang, 2017).

Narratives created in family conversations serve as a key medium for coping. Emerging from autobiographical memories, conversations and shared meanings, they are essential for transgenerational family memory and identity (Borcsa & Wetzel, 2023).

Resilience and coherence factors play a central role in managing forced migration experiences (Nikendei, Greinacher & Sack, 2017; Borcsa, 2017). Following Antonovsky (1997), certain narrative forms—those with coherent structures and self-efficacious positioning—are more likely to foster resilience.

This symposium focuses on transgenerationality in the context of forced migration, exploring how trauma and resilience are transmitted across generations. It examines aspects that shape family identity, such as circular communication and the meanings attached to experiences, relationships and values. The contributions take both retrospective and prospective perspectives, adopting a transnational approach through examples from Germany, Poland, India, and Ukraine.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 005, Symposium

“There is nothing to tell when the corpses are lying on the streets. The child comes from playground and says: Mom there is a corpse on the playground.”

Symposium title: Forced migration: Researching transgenerational trauma and resilience

BORCSA M. [1]

[1] *Institute of Social Medicine, Rehabilitation Sciences and Healthcare Research; University of Applied Sciences Nordhausen, Germany, Nordhausen, Germany*

Keywords: positionig analysis, narratives, resilience

Mothers and their children who had to leave their homeland due to the war in Ukraine are facing biographical fractures that disrupt the continuity of their life plans and challenge their identity constructions. In the project POLGER II, we analyse how they manage to cope with their traumatic experiences. The central assumption is that communicative practices and narratives can provide insights into integration achievements and resilience processes.

Narrative individual interviews with the mothers and semi-structured interviews in two family dyads (mother-child) are compared contrastively using positioning analysis (Bamberg, 1997, 2011). The texts are analysed in terms of their structural composition and the representation elements of the speakers. These include the portrayal of their self in the story ("narrated self"), in the narrative situation ("narrating self"), and their positioning in relation to each other in front of the interviewer.

The results suggest that a mindful focus on communicative and interactive family practices provides details about coping. The methodology and findings convey knowledge for implementation in therapeutic practice and indicate that communication analyses offers valuable insights into empowerment and resilience processes.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 007, Symposium

Presentation of the symposium

Symposium title: The dialogical making of psychological and socio-cultural worlds

ZULATO E. [1]

[1] *Department of Psychological and Behavioural Science; London School of Economics and Political Science, London, United Kingdom*

Keywords: Dialogue, Liminality, Process

As many have recently argued (Batel & Castro, 2018; Greco & Stenner, 2017; Power et al., 2023), social psychology should not examine phenomena as static "things" but should look at the processes through which they are realised. In particular, our symposium will discuss that our psychological and socio-cultural worlds are realised *in/through* dialogue (Markova, 2023). Overall, we aim to critically reflect on how the relationship between self and the other, the individual and the social, and between the researcher and the "researched", contributes to the making of the phenomena under investigation.

We will do so by presenting four contributions showing different dialogues researchers can engage with in studying psycho-social phenomena. First, *inner dialogue*: exploring how subjectivity can be reconstructed through introspective methods. Second, *dialogue with others*: one contribution discusses how liminal identities emerge and are reconstructed in dialogue with absent-yet-present others, such as vegetative state patients. Another contribution examines how couples reconstruct monogamy on Tinder, a context that problematises the traditional formation of romantic relationships. Finally, *dialogue with place*, discussing how walking interviews can create a threefold conversation between person, place, and researchers.

Altogether, these contributions will show how seemingly obvious social phenomena (self, identity, place, and monogamy) are made and unmade through everyday dialogical work. Ultimately, we will discuss how qualitative methods should push researchers to enter into dialogue with their participants and make dialogical processes visible by troubling taken-for-granted phenomena – whether making inner dialogue visible, engaging with contested places, or observing liminal contexts.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 007, Symposium

Introspection-based Methods – a review

Symposium title: The dialogical making of psychological and socio-cultural worlds

BAUER M. W. [1]

[1] *Department of Psychological and Behavioural Science; London School of Economics and Political Science, London, United Kingdom*

Introspection-based methods guide the empirically recording and analysis an actors' subjectivity and perspectives. This includes methods of technically supported retrospective self-monitoring. Historically, part of a quest for human self-improvement, a person's stream of consciousness is of interest in a wide range of scientific contexts and underpins much social science data. Difficult to verify inter-subjectively, thus deemed 'not objective' and unscientific, the anti-introspective polemic is old. But the method has survived and diversified because 1st person experiences remain indispensable to understand human action and intentionality … in the end you need to ask people what they are doing and why! Also progress in neurosciences accentuates the need for 1st person methods. Modern methodology involves 3rd person 'objectifications' of 1st person renderings of experience in settings that support episodic recall. The aim is 'objectification' while avoiding 'reification'. Established procedures comprise episodic interviewing, recall-based reconstruction, diary methods, attitudes assessment, critical incident techniques, loud-thinking protocols, experience sampling, self-tracking in ecological momentary assessment, 3rd person video self-confrontation interviewing, and 1st person situated video methods, auto-ethnography etc. Many techniques are also mobile and adaptable to the fluid nature of cognitive and emotional processes. Miniature devices for sound and video recording overcome bottlenecks that have hitherto plagued intensive self-monitoring. The paper aims to review the state of play of introspection-based procedures. What are methods to tap into the live stream of consciousness might well become benchmarks to test 'artificial consciousness' that is increasingly claimed by AI devices. Some references: Bennett MR and PMS Hacker (2003) Philosophical foundations of neuroscience, Oxford, Blackwell; Danziger K (1979) The history of introspection reconsidered, Journal for the History of the Behavioural Sciences, 15; Locke, EA (2009) It's time we brought introspection out of the closet, Perspectives on Psychological Science, 4, 1, 24-25



Wednesday 8th July 2026, 11:20 - 13:00, CLI 007, Symposium

Making sense of absent-yet-present others: Re-constructing liminal identities in/through a threefold dialogue

Symposium title: The dialogical making of psychological and socio-cultural worlds

ZULATO E. [1], *PAULA C.* [2], *LORENZO M.* [3]

[1] *Department of Psychological and Behavioural Science; London School of Economics and Political Science, London, United Kingdom*
[2] *Department of Social and Organizational Psychology, University Institute of Lisbon (ISCTE-IUL), Lisbon, Portugal*
[3] *Department of Psychology; University of Milano-Bicocca, Milano, Italy*

Keywords: Liminality, Temporality, Dialogue

Clinically alive yet enduringly unaware, vegetative state patients are caught in their transition between life and death. In turn, their carers struggle to make sense of and deal with the ontological and interactional dilemmas arising in the relationship with an absent-yet-present other and their suspension in time. Drawing on 65 semi-structured interviews with relatives (n=35) and professionals (n=30) from Italian nursing homes, we explored how carers realised a shared understanding of these liminal patients and, in turn, how this understanding was achieved in different self-otherrelationships. Overall, our discourse-oriented thematic analysis shows how carers deal with the dilemmas of interacting with a voiceless patient by engaging in collaborative identity work. On the one hand, relatives draw on and share memories from the patient's past to construct a "new identity" and "present" for their loved ones. On the other hand, professionals also create "clinical identities" rooted in medical characteristics and promote corporeal communication with voiceless patients. Our analysis then shows how the vegetative state patient – and its identity – is reconstructed in and through a threefold dialogue (relative-patient, professional-patient, relative-professional), thus showing how seemingly static identities are continuously reconstructed through everyday caring practices and dialogue.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 007, Symposium

“Okay, So What Are We?” The Reproduction of Monogamy In Tinder Couples

Symposium title: The dialogical making of psychological and socio-cultural worlds

SINIGAGLIA E. [1], *MONTALI L.* [1]

[1] *Università degli Studi di Milano-Bicocca, Milano, Italy*

Keywords: Mononormativity, Tinder, Romantic relationships

Monogamy is the dominant relational model in the Western world. It is taken for granted and considered obvious and natural, meaning its formation and implementation are rarely analysed. This study aimed to explore how monogamous relationships are dialogically constructed in Italy between individuals who met via Tinder. Tinder is the most widely used dating app globally, and it is a context that fosters a plurality of romantic and/or sexual encounters. In such a context, the presumption of monogamy is not tenable. We conducted 24 semi-structured interviews with individuals who had engaged in at least one monogamous relationship with a partner met on Tinder. Through a reflexive thematic analysis, we identified four main themes: “Constructing a Monogamous Self: Desire and Identity”, “Defining the Couple as a Closed Unit”, “Being a Couple for Everyone to See” and “Framing Tinder as a Deviant Context and the Quest for Legitimacy”. These themes illustrate the multiple, interrelated levels through which monogamy is actively constructed and reproduced. The results contribute to the body of research that questions the thesis that dating apps are eroding traditional romantic ideals or the desirability of long-term monogamous relationships. On the contrary, monogamy appears re-legitimised through its active reaffirmation in environments where it is not automatically assumed.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 007, Symposium

Walking through “Emplaced displacement” in biodiversity protection sites: a relational and dialogical approach using walking interviews

Symposium title: The dialogical making of psychological and socio-cultural worlds

CASTRO P. [1,2]

[1] *Instituto Universitário de Lisboa-ISCTE, Lisboa, Portugal*
[2] *CIS-iscte, Lisboa, Portugal*

Keywords: emplaced displacement, walking interviews, dialogical analyses

The concept of “Emplaced Displacement” foregrounds how displacement is not just about people moving - it can also concern those who remain in the same space while it becomes a different place. It thus also foregrounds how place, instead of a given, is co-constructed: by people and their meanings, by legislations governing it and by non-human elements of geographical space. Furthermore, the concept implies two processes are at work - emplacement and displacement - which differently illustrate asymmetries of agency in the co-production of place, and are brough together for the experience of emplaced displacement. The case of “emplaced displacement” addressed in this presentation is that of small fishing communities living in Natura sites where today new biodiversity and fishing legislations - developed without any local involvement - are changing local places and socio-cultural worlds. It will rely on (n=9) walking interviews with fishers from those communities for addressing how, in the person-place-and-researcher interactions, emplacement and displacement are discursively made. It will shown how Emplacement is conveyed by the naming of places indexed to researcher, located relations and agentic Selves depicted in present-tenses. And how Displacement is conveyed by the elision of old place-names, the superimposition of new ones and their indexing to multi-presence of Others, using past-tenses for Selves who lost of agency through new laws and tourism-linked building. For concluding, it will be discussed how these processes can both alternate and intertwine along the walking paths through which the researcher is conducted, being experienced together as Emplaced Displacement.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 036, Symposium

Presentation of the symposium

Symposium title: Open Science qualitative research project on mental health and activism

BANBURA A. [1], *KALWAK W.* [1]

[1] *Institute of Psychology, Jagiellonian University in Kraków, Kraków, Poland*

Keywords: activists, mental health, qualitative Open Science

This symposium presents findings from a large qualitative research project investigating mental health, well-being, and activism, based on re-analysis of interviews with environmental, left-wing, and right-wing activists. It addresses both the experiences of participants and the methodological and ethical challenges of studying a politically sensitive and hard-to-reach population. The first presentation, “Promises and challenges of an Open Science research project with right-wing, left-wing and environmental activists”, discusses how Open Science practices—such as open access, data sharing, and preregistration—can be applied to qualitative research. It highlights challenges in de-identifying data while maintaining usability, particularly for activists whose small, close-knit networks and distinctive personal stories make them prone to recognition. The second presentation, “Making space for differences between us: Individual and group reflexivity in qualitative research with right-wing, left-wing and environmental activists”, focuses on descriptive, formative, and performative aspects of positionality statements within the research team characterized by hierarchical dynamics, working with politically sensitive research topic. It explores practical strategies for implementing reflexivity and engaging with participants’ narratives in an unbiased and ethical way. The third and fourth presentations examine activist experiences. “‘Rebellion grew from my pain.’” explores diverse circumstances of activists’ mental health and wellbeing, including pre-activist experiences like trauma, discrimination, and positive role models. It also discusses differences in mental health discourse across ideological orientations. “Burnout and fatigue in activists” investigates activist burnout, exhaustion, and work–life balance, highlighting how organizational culture, core motivations, and coping strategies relate to experiences of burnout and fatigue in groups of left-wing and right-wing activists.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 036, Symposium

Re-analysis of qualitative interviews - promises and challenges of Open Science research project with right-wing, left-wing and environmental activists

Symposium title: Open Science qualitative research project on mental health and activism

BANBURA A. [1], GRZYMAŁA-MOSZCZYŃSKA J. [1], BONARSKA K. [1], GARNCAREK Z. [1], CHRAPEK J. [1], FĄFROWICZ K. [1], GIERULA K. [1], GOŹDZIK Z. [1], JASKÓLOWSKA M. [1], JURKOWSKA K. [1], KALWAK W. [1]

[1] Institute of Psychology, Jagiellonian University in Kraków, Kraków, Poland

Keywords: qualitative Open Science, deidentification, activists

Since the replication crisis, there has been a growing need for better methodological practices, increased transparency and standardized data curation. Furthermore, continuous production of new data has been challenged from a perspective of sustainability. These issues have been addressed by Open Science practices, including open access, open data sharing, research preregistration, and data re-analysis. Since Open Science practices have been developed in a quantitative context, there are still multiple questions on how to implement them in qualitative research, to ensure transparency, as well as safety and privacy of participants. We conducted research on mental health and well-being of activists, who are a group with several important characteristics that make it difficult to share data about them, due to the risk of recognition. Activists are a small population gathered in groups which are closely networked, and with limited trust to outsiders, making them a hard-to-reach group. They also sometimes undertake actions that put them at risk of violence or imprisonment. As their personal stories tend to be distinctive, and they are sometimes active on traditional and online media platforms, their narratives are prone to re-identification also after anonymization. This challenge should be addressed by preparing and deidentifying the data to significantly decrease the possibility of participants being recognized, while still making the data reusable for other research projects (e.g., full decontextualisation would compromise their usability). While having in mind that no single solution fits all, we propose general guidelines and specific steps to address these issues.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 036, Symposium

Making space for differences between us: individual and group reflexivity in qualitative research with right-wing, left-wing and environmental activists

Symposium title: Open Science qualitative research project on mental health and activism

KALWAK W. [1], BANBURA A. [1], GRZYMAŁA-MOSZCZYŃSKA J. [1], BONARSKA K. [1], GARNCAREK Z. [1], CHRAPEK J. [1], FAFROWICZ K. [1], GIERULA K. [1], GOZDZIK Z. [1], JASKÓLOWSKA M. [1], JURKOWSKA K. [1], BZOWSKI N. [1]

[1] Institute of Psychology, Jagiellonian University in Kraków, Kraków, Poland

Keywords: reflexivity, activists, mental health

Personal and epistemic reflexivity is an indispensable element of a qualitative research process, regardless of the adopted research strategy, investigated phenomenon, or research question. However, it seems to be particularly necessary in research projects addressing current political and social issues (e.g., migration, climate change, or activism). When addressing such topics, researchers' political views come into play, in addition to the usual dimensions of positionality, such as age, gender and social class. It was the case in our research project: a re-analysis of 40 semi-structured interviews with right-wing, left-wing and environmental activists. The material has been submitted to reflexive thematic analysis aimed to describe and understand the phenomenon of activism-related mental health and well-being. Within our research team consisting of twelve undergraduate students, three PhD students and three experienced academics with PhD, we observed - additionally to diverse positionalities - a variety of past and present experiences of one's own mental health, various approaches to activism, and surprisingly consistent political views leaning toward the left. In search of an unbiased relationship with all participants' narratives and a good cooperation within the team, we implemented an intensive individual and group reflexivity process. In our presentation, we will share practicalities, joys and challenges of conducting such a process in a research team, including a reflection on the impact of often hierarchical relationships between students and academic teachers. We will also present writing individual and group positionality statements as a descriptive, formative and performative endeavor.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 036, Symposium

“Rebellion grew from my pain.” An open science qualitative research project on mental health and proenvironmental, left-wing and right-wing activism

Symposium title: Open Science qualitative research project on mental health and activism

GOZDZIK Z. [1], CHRAPEK J. [1], FĄFROWICZ K. [1], GIERULA K. [1], JASKÓŁOWSKA M. [1], JURKOWSKA K. [1], BONARSKA K. [1], GARNCAREK Z. [1], BAŃBURA A. [1], GRZYMAŁA-MOSZCZYŃSKA J. [1], KALWAK W. [1]

[1] Institute of Psychology, Jagiellonian University in Kraków, Kraków, Poland

Keywords: activists, mental health, well-being

Collective social, political, and pro-environmental action is emphasized as one of the most effective ways of mitigating climate change, as well as influencing societies and political systems on their way to peace, justice, and equity. Involvement in collective action, even though it is a desirable and meaningful activity, may bring a risk to mental health and well-being, since it is related to pursuing massive and sometimes unattainable aims, frequent exposure to criticism and rejection from society and decision-makers, and tensions and conflicts between activist group members. This study re-analyses 40 semi-structured interviews with right-wing, left-wing, and environmental activists within an open-science qualitative framework, comparing experiences across activists leaning toward left-wing and right-wing ideologies. A reflexive thematic analysis was applied to explore activists’ experiences of mental health and well-being. Findings reveal that pre-activistic experiences, such as trauma, discrimination, influence of positive role models, and sense of agency and efficiency, strongly shape engagement across ideological orientations. While activism often provides meaning and satisfaction, it also exposes individuals to emotional strain and interpersonal conflict. Left-wing and environmental activists display extensive narratives around mental health and well-being, embedded in their political culture, which may foster both enhanced mental health literacy and tendencies toward medicalization. In contrast, right-wing activists largely lack such discourse but discuss coping with stress and managing well-being through frameworks that avoid explicit psychological terminology. By highlighting both shared and divergent experiential patterns across ideological orientations, the study contributes to a nuanced understanding of the social and psychological determinants of activism.



Wednesday 8th July 2026, 11:20 - 13:00, CLI 036, Symposium

Burnout and fatigue in proenvironmental, left-wing and right-wing activists. An open science qualitative research project

Symposium title: Open Science qualitative research project on mental health and activism

GRZYMALA-MOSZCZYNSKA J. [1], BAŃBURA A. [1], BONARSKA K. [1], GARNCAREK Z. [1], CHRAPEK J. [1], FAFROWICZ K. [1], GIERULA K. [1], GOŹDZIK Z. [1], JASKÓŁOWSKA M. [1], JURKOWSKA K. [1], KALWAK W. [1]

[1] Institute of Psychology, Jagiellonian University in Kraków, Kraków, Poland

Keywords: burnout, fatigue, activists

Collective social, political, and pro-environmental action is emphasized as one of the most effective ways of mitigating climate change, as well as influencing societies and political systems on their way to peace, justice, and equity. Yet only a small part of society engages in collective action, and small groups pursuing massive and sometimes unattainable aims are often burdened with excess work and at risk of drop-out. We re-analysed 40 semi-structured interviews with right-wing, left-wing, and environmental activists within an open-science qualitative research project. Including right-wing activists—rarely studied in this context—adds valuable comparative insight. A reflexive thematic analysis explored activists' experiences of mental health and well-being. Burnout and fatigue were predominant themes in participants' narratives, despite not being a primary topic of the interviews. Meaningful differences emerged between environmental, left-wing, and right-wing activists. Data suggest that both sources of burnout and resilience may be tied to core motivations—whether seeking community or pursuing political goals. While burnout appeared most prominently among environmental and left-wing activists, work–life balance and setting boundaries against overwork were discussed across all groups. Burnout discourse is embedded in left-wing activist culture and serves as a tool of political action, whereas conservative work ethics may lead right-wing activists to frame similar experiences differently. All activists, regardless of affiliation, spoke spontaneously about exhaustion, linked not only to work overload but also to continuous interpersonal exposure, advocacy fatigue, and stressful engagement such as non-violent direct action.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 040, Oral presentation

Analysis of researcher activity as a resource for research : case study in a transport and logistics company

TOPIN L. [1], ROUAT S. [1], CAILLAUD S. [1]

[1] Laboratoire GRePS, Université Lyon 2, Lyon, France

Keywords: activity analysis, work clinic, research-intervention case study

The subjectivity of researchers has long been considered as a bias to neutralize. However, their activity and reflexivity on this activity are rich sources of data that can be used to further their research objectives (Clot, 2008b; Lutumba et al., 2025). This paper is based on a case study: an intervention-research project conducted in a company that mainly transports and stores food products and aims to strengthen its food safety prevention. In this communication, we will show how analyzing both the researcher's activity and her position can help to reorient the intervention and better understand the phenomenon under study.

Using the analysis grid from our intervention-research (Rouat & Sarnin, 2013; Rouat et al., 2019), which chronologically lists for example the processes designed and the actions expected of the actors involved, we analyze the gaps between what was prescribed and the traces of our activity (e.g., field notebook). This activity is understood as the result of trade-offs made in response to the “reality of the intervention”.

Methodological adjustments (e.g., restricted communication), the posture of the researcher-intervener (e.g. caution), and the ways the different actors approached the intervention processes (e.g., defensive postures) highlight one facet of our research subject. Analysis of the researcher's activity and the reality of that activity provides a better understanding of what hinders the development of resources beneficial to food safety (top-down functioning, ambivalent demand). We propose to show how the analysis of this case study contributes to the study of our subject.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 040, Oral presentation

How Job Interviewees Choose Their Interview Responses: A Qualitative Investigation

CHARBONNEAU B. [1], *POWELL D.* [1]

[1] *University of Guelph, Guelph, ON, Canada*

Keywords: job interviews, employee selection, interview responses

Past research has found that, when faced with the uncertain pressures of job interviews, interviewees rarely discuss their best examples of past experiences. We sought to discover, in participants' own words, how interviewees choose to discuss the experiences they do during structured behavioural job interviews that ask about specific past experiences.

59 participants were recruited from a pool of students who virtually interviewed for a job as a research assistant in a psychology lab. During virtual research interviews, we asked participants to take us through their job interview and describe how they chose the experience they used to answer each question. We used reflexive thematic analysis from an experiential epistemology to identify common themes across the research interviews.

When selecting an experience to discuss during job interviews, participants tended to follow a general process, first interpreting the question and searching their memory for a possible experience that aligned with that interpretation, then either focusing on one possible experience or filtering through several experiences to select their best example. Throughout this process, stress, memory, and personal views and history impacted the experiences that participants remembered and ultimately selected.

This study provides qualitative support for previous theory and quantitative research. Insights into how interviewees choose their examples could be incorporated in practical ways (e.g., job interview preparation training, interview design) to help encourage interviewees to strategically choose their best examples during job interviews and avoid succumbing to stress or memory effects



Wednesday 8th July 2026, 14:00 - 15:40, CLI 040, Oral presentation

Teamwork in Migrant Reception Services: Insights from an Ethnographic Study

ALPINI M. [1], ALBY F. [1], FATIGANTE M. [1], ZUCCHERMAGLIO C. [1]

[1] Sapienza University, Rome, Italy

Keywords: Ethnographic study, Teamwork, Migrant reception services

In recent years, rising levels of forced migration have drawn growing attention to the crucial role of professionals working with young migrants and refugees. This ethnographic study examines the work practices, resources, and challenges of practitioners employed in reception services for young migrants in Italy. Drawing on the community of practice and practice-based studies traditions (Lave & Wenger, 1991; Schatzki, 2001), the study views professional work not as the execution of formal tasks but as a texture of socially organized practices through which care, education, and social inclusion are collaboratively achieved.

Fieldwork was conducted at Borgo Don Bosco, an educational and social community in Rome hosting about 180 adolescents aged 16–22 each year. The dataset includes 10 ethnographic visits (35 hours of observation) and 9 narrative interviews with practitioners and service coordinators. Thematic and discursive analyses of interviews and fieldnotes first highlighted the centrality of teamwork, among other resources and work practices. Building on this insight, we conducted a systematic examination of team functions and the group repertoires that sustain them.

Four main team functions emerge: (1) consolidating belonging, identity, and shared values; (2) preserving and transmitting practical knowledge; (3) enabling coordination and connectivity across boundaries; and (4) managing critical situations through collective reflection and emotional containment. Some tensions also emerge: collaborative work is time-consuming, and it may generate conflict.

The study highlights the importance of investing in both formal and informal team practices as infrastructures that sustain coordination, learning, and professional identity in complex, resource-limited care contexts.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 040, Oral presentation

Transforming work to enhance skill transmission: the clinical activity as a driver of development and workplace health

SEYVE C. [1], ROUAT S. [1], CUVILLIER B. [1]

[1] GRePS, Lyon, France

Keywords: activity, transmission, development

This communication presents an action-research study conducted as part of a doctoral thesis within a road transport company. Grounded in the clinical activity approach (Clot, 1999, 2008), it draws on a co-analysis framework based on the method of cross self-confrontation (Clot et al., 2000). The aim is to understand how knowledge transmission can be conceived as a joint process of work transformation and professional development.

Contemporary transformations in work profoundly challenge the ways in which knowledge is transmitted and learned in practice (Thébault et al., 2014). The clinical activity approach considers transmission not as the simple transfer of knowledge, but as a dialogical and developmental activity in which experience is built through the confrontation of different perspectives (Clot et al., 2021).

The study relied on eight cross self-confrontation sessions conducted with traffic controllers, customer service agents, drivers, and dock workers. Each participant was invited to comment on a colleague's activity in order to collectively analyze tensions, embodied competences (Leplat, 1995), and the dilemmas encountered in skill transmission, while opening a space for discussion on work quality criteria.

Findings show that transmission cannot be separated from appropriation, and that both are often hindered by organizational constraints when no resources are available to reflect on work transformations. Hence, it appears essential to work both with and on the organization (Teiger, 1995), designing co-analysis settings that foster work transformation, skill transmission, and occupational health through the collective development of activity.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 035, Oral presentation

The Becoming of Inquiry and Analysis in Posthuman and Feminist New Materialist Ethico-Onto-Epistemologies

GEMIGNANI M. [1], *BENOZZO A.* [1]

[1] *Universidad Loyola Andalucía, Dos Hermanas, Spain*

Keywords: New materialism, Transmethodologies, post-qualitative

In this presentation, we question traditional ways of thinking about and conducting data analysis. We will highlight the limitations of conventional approaches in order to envision a more creative space for engaging with data. Donna Haraway and Karen Barad have developed the notion of diffraction as a counterpoint to the ideas of reflection and reflexivity. In our discussion, we explore the concept of diffractive methodology within the field of psychology—an approach that challenges the assumption that researchers require fixed tools or techniques to investigate the world rigorously and objectively. We will seek the audience's participation to experiment with a diffractive methodology, opening possibilities for collective engagement with ourselves, with one another, and with a piece of data or research. Using this piece of data or research as a starting point, the presentation will create space for a creative exploration of the indeterminate and unexpected directions that a diffractive methodology might take within psychology. At the same time, we will reflect on the complexity and suitability of referring to methods or methodologies as inherently human-centered activities, an orientation that deeply informs qualitative psychology and that post-qualitative inquiries problematize.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 035, Oral presentation

Methodological and epistemological perspectives between Critical Psychology, ethnography and biographical research

ERCKMANN G. [1]

[1] *University of Vienna, 1010 Wien, Austria*

Keywords: Critical Psychology, ethnography, biographical research

The presented paper reflects on how, within the theoretical and methodological framework of Critical Psychology, the combination of biographical and ethnographic research methodology can contribute to comprehend the world in a state of flux and to unfold the potential for change offered by qualitative research which aspires to contribute to a more just and equitable world. Ethnographic research employs techniques that enable an understanding of embodied and situated everyday practices and their entanglement with broader social structures. Biographical research (Dausien 2015) complements this by addressing the processual and temporal dynamics of self–world relationships, tracing how social changes are experienced, reflected upon, and integrated into a conduct of everyday life. Both traditions share a commitment to situated, context-specific knowledge production and reflexivity, allowing for the analysis of the circulation of knowledge between the domains of everyday life and scientific inquiry. The subject-scientific approach of Critical Psychology (Holzkamp 1985; Markard 2009), provides the theoretical and conceptual basis for linking these approaches. On the one hand it assumes that individuals are not merely subjected to societal living conditions but actively (re-)produce them. On the other hand an intersubjective relationship/communication [Verständigung] is sought between all persons involved in the research process. Those involved in the research are understood as “co-researchers” (Markard, 2015) in the joint process of situated context-specific knowledge production (Haraway, 1988). Drawing on empirical research examples from a study on migration and social inequality, the presentation discusses how this combined methodological framework can contribute to a qualitative research of and for world-making.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 035, Oral presentation

Analysis for Implicit Ontologies as a Foundation for World-Making

O'DOHERTY K. [1]

[1] *University of Guelph, Guelph, Canada*

Keywords: ontology, discourse, ontological commitments

With some exceptions, psychology has failed to engage with questions of ontology. Concepts such as resilience, contagion, or trust are studied and used despite conflicting understandings of what kind of phenomenon is being studied. An important step, therefore, is to make ontology an object of investigation and analysis, and to make visible the ontological assumptions present across a range of social domains. Qualitative approaches in psychology have arguably gone further than their quantitative counterparts in engaging in questions of ontology. Nevertheless, although qualitative approaches recognise that how we conceive of phenomena has important ramifications for how we act in and on the world and with each other, qualitative researchers rarely examine the specific ontological assumptions that are present in discourse and make them explicit in their analysis. In this presentation, I begin by explaining the key concepts of ontological commitments and implicit ontologies. I then provide a brief overview of how implicit ontologies have operated in much of psychology's past and present practices. I then elaborate on the rationale for studying implicit ontologies, especially as they relate to values and metrics. Finally, I introduce analysis for implicit ontologies as a distinctive approach to qualitative research using examples from studies on trust, genetic risk, and forest health.

This presentation relates closely to the conference theme of conducting qualitative research "of and for world-making" as the study of implicit ontological commitments of individuals, communities, and institutions is an important step in articulating the possible worlds we might strive to create.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 035, Oral presentation

Separation from the 'subject' in post Anthropocene - relational assemblages

BENOZZO A. [1], FAIRCHILD N. [2], KORO M. [3], TOMMASI F. [4]

[1] Aosta Valley University, Aosta, Italy
[2] University of Portsmouth, Porthsmouth, United Kingdom
[3] Arizona State University, Phoenix, United States
[4] University of Milan, Milan, Italy

Keywords: posthumanism, subject, qualitative research in psychology

Reflecting an individualistic and neoliberal vision, qualitative research in psychology assumes the individual and subject as its unit of analysis, reducing everything to the individual as a site of transformation, action and meaning. Our contribution takes a post-anthropocentric approach to qualitative research in psychology and aims to reimagine and reconstruct the ways the subject/subjectivities has been reconceived after poststructuralism. We esplore how subjectivities can be conceived and understood differently after the death of and separation from the subject as autonomous and separate actor, element, and entity. We argue for a relational and ethical approach, relational assemblages, that account for the multiplicities pf bodies. Through a range of material-discursive methods we examine and enact the constitution of relational 'subjectivity' within three philosophical currents - poststructuralism, posthumanism, and feminist new materialism - and outline how these debates have entered, or could enter, social sciences, humanities and psychology. Our presentation highlights how, considering the contributions and insights of posthumanism and feminist new materialism, 'subjectivity' is not simply a conscious and intentional individual representation and action, but is an enacted bodily, discursive, and material relational encounter that activates and consitutes multiples iterations of hybrid 'subjectivities' - relational assemblages always becoming. Accordingly, it becomes possible to rethink 'women', 'men', multispecies kin, and other in social, material and organizational actions, and in qualitative research. We share examples of relational assemblages replacing subjectivity that are ethically sensitive to discursive-material dimensions which resist an excessive focus on the individual and align with micro-political activism in qualitative researcj in psychology.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 008, Oral presentation

Using conversation analysis to study epistemic impasses in psychotherapy

TSELIOU E. [2], SMOLIAK O. [1], MORAITOU I. [2]

[1] University of Guelph, Guelph, Canada
[2] University of Thessaly, Volos, Greece

Keywords: therapeutic relationship, epistemics, conversation analysis

Disruptions, tensions, and impasses between professionals and clients are an inevitable part of psychotherapy. These challenges within the therapeutic alliance are often studied under the concept of "alliance ruptures." In this presentation, we explore how conversation analysis (CA) can be applied to investigate a specific type of therapeutic impasse—epistemic impasses. CA helps clarify what epistemic impasses involve, how they unfold in interaction, their conversational consequences, and how therapists and clients can work through them. We argue that CA offers practitioners detailed, practice-based, interactional evidence that supports reflexivity and promotes therapeutic change and alliance building.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 008, Oral presentation

Experiencing Conflicts in Group Home Settings: an Interpretative Phenomenological Analysis of Adolescents

KOVÁCS O. [1], *ARÁNYI N.* [1], *KALÓ Z.* [1]

[1] *Eötvös Loránd University Institute of Psychology, Budapest, Hungary*

Keywords: residential care, conflict, adolescents

Adolescence is a particularly significant and vulnerable period for children living in residential care. Due to factors such as prior neglect or abuse, separation from their families, and multiple placements, many exhibit frustration-related behavior as a trauma response. However, we can gain much deeper insight into adolescent identity development by exploring the experiences underlying their frustration behaviors. This study examines the relationship between identity development, complex trauma, and frustration-related behavior through the lived experiences of conflicts among adolescents in residential care. Participants included 10 adolescents living in residential group homes in Hungary ranging in age from 15 to 17 years. Semi-structured interviews were conducted to explore adolescents' experiences of their conflicts in group homes and school environments. Data were analyzed with the approach of interpretative phenomenological analysis (IPA). The analysis identified two Group Experiential Themes. The first key theme (a) "Conflicts represent an essential realm of self-protection" described participants' subjective understanding of their coping during frustrating situations through six subthemes. The second key theme (b) "Conflicts provide opportunities for strengthening the Self" included six subthemes that outlined the main factors associated with the development of adaptive responses in tense intrapersonal processes and interpersonal interactions. The findings highlight the importance of helping adolescents develop a cohesive self-narrative that recognizes their self-protective strategies and personal strengths, while also addressing the ongoing distress stemming from unmet needs.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 008, Oral presentation

Research as Daily Practice: Collaborative Identification and Transformation of Relational Pain in Family Therapy

GAETE-SILVA J. [1,2], TOMM K. [1,2], SAMETBAND I. [3], SAMUELS S. [2]

[1] University of Calgary, Calgary, Canada
[2] Calgary Family Therapy Centre, Calgary, Canada
[3] Mount Royal University, Calgary, Canada

Keywords: Relational Pain, Family Therapy, Interpersonal Patterns

Research as daily practice (RADP; St. George & Wulff, 2015; 2025) is a qualitative, practice-based approach in which practitioners systematically reflect on and analyze their everyday professional activities to generate research data. Grounded in a postmodern systemic theoretical framework (Tomm et al., 2014; 2025), this presentation reports on a RADP process at the Calgary Family Therapy Centre, where experienced family therapists collaboratively identified distinct qualities of relational pain. The research unfolded in three stages: first, the lead author drew on two decades of experience to develop an operational definition of relational pain, distinguishing it from other pain types; second, three additional therapists provided feedback and eventually used this definition to reflect on their own practice, with the aim of identifying various forms of relational pain, until saturation (Glaser & Stauss, 1967); third, all participants contributed best practices for addressing each type of pain congruent with the abovementioned postmodern systemic approach. The outcomes reveal how specific patterns of conversational practice can sustain or dismantle various relational pains, supporting families in moving toward locally-shaped relational hopes. This presentation will detail the collaborative research process, describe the identified forms of relational pain, and discuss therapeutic implications.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 005, Oral presentation

Colonial wounds and territorial memories: Tolupán narratives of dispossession and decolonial healing.

JIMÉNEZ CARRASCO B. [1]

[1] *Universidad Loyola Andalucía, Córdoba, Spain*

Keywords: Decolonial psychology, territory, community mental health

This project design explores the psychological, sociocultural, and communal trajectories of the territorial conflicts experienced by the Tolupán people of Montaña de la Flor (Honduras), through a decolonial community psychology lens. It examines processes of structural violence, land dispossession, state neglect, and resistance as lived and narrated within the community's own frameworks of meaning. The research adopts a participatory and ethnographic approach grounded in collective narratives and decolonizing methodologies.

Central to this methodological design are community mapping and narrated territorial walks (caminatas territoriales narradas)—collaborative practices through which participants reimagine and reclaim their land by inscribing memory, emotion, and resistance into space. Community maps serve as visual narratives that represent the territory according to cultural, spiritual, and historical significances, while narrated walks allow the recovery of embodied memory and the reactivation of affective geographies through storytelling.

By walking and narrating their land, Tolupán participants articulate the interconnections between historical trauma, cultural resilience, and ecological belonging, challenging Western pathologizing frameworks of mental health. The aim is to understand how historical trauma is seen, lived, remembered, and collectively healed through Tolupán cultural logics, advancing a decolonial, community-based psychology rooted in territory, memory, and resistance.

Wednesday 8th July 2026, 14:00 - 15:40, CLI 005, Oral presentation

The Banality of Evil and Denunciations in Soviet Ukraine

BAYER O. [1]

[1] *Alfred Nobel University, Dnipro, Ukraine*

Keywords: moral conflict, totalitarianism, blur

The role of denunciations and false witnessing under repressive regimes remains unexplored, which may be attributed to the morally sensitive nature of the topic.

Our research addresses this gap through semi-structured interviews with 15 Ukrainians across four subgroups: relatives of denunciation victims, historians of the Soviet Ukrainian era, a former KGB employee, and a denouncer. Some participants belong to multiple categories. The study also analyzes denunciation documents from 1956-1959 and 1965-1971.

Using grounded theory (Auerbach&Silverstein, 2003), we identified a high-level concept mentioned by all participants as “a very complicated topic.” Two main middle-level concepts were organized: “moral perverts” and “people integrated into the system.” The first involves conscious moral violation, whether to support the regime or for personal gain, resonating with Hannah Arendt’s concept of the banality of evil (the theme “blurs”). The second middle-level concept reflects the oppressive power of totalitarianism, where individuals “break under” its pressure, perceiving authorities as a cruel paternal force that deprives them of responsibility and choice.

Methodologically, this study reveals challenges associated with capturing highly charged and controversial phenomena in qualitative psychological data collection. Our study calls for greater recognition of the issue, aiming for deeper understanding, acceptance, and reconciliation with the complexities of human nature under authoritarian rule



Wednesday 8th July 2026, 14:00 - 15:40, CLI 005, Oral presentation

The role of the international community in listening to unheard voices held within a context of prolonged asymmetric conflict.

NICHOLSON C. [1]

[1] *London School of Economics, London, United Kingdom*

Keywords: : Israeli-Palestinian conflict, intergroup boundaries, semantic barriers.

After more than 75 years of conflict between Israelis and Palestinians, the Hamas attack on 7th October 2023 on Jewish Israelis living close to Gaza, stands as a paradigm shift. The US, with varying support of its allies, served to dictate the process of warfare with full support for the Israeli position of self-defence. The resulting high death rate of the Palestinian people and infrastructure within Gaza for the purpose of hunting down and eliminating Hamas as a terrorist group, has brought worldwide protest. As the arguments surrounding genocide by Israel set out within the ICJ hang in the balance, the resulting vacuum has given rise to a multitude of hardening perspectives. As a ceasefire begins to take hold, the future remains fraught with many political and humanitarian challenges.

Can it be assumed that the impossibility of moving forward to cross hardened intergroup boundaries is the only viable position? Has the international community a role to play through a lens of social psychology in search of alternative trajectories? I discuss how groups locked in protracted conflict adhere to deep seated narratives becoming embedded within the social and cultural layers of a given society. Equally the past, present and future are intrinsically linked and any explanation that embraces these layers provides both opportunities and barriers. Using qualitative data from those in the region who actively seek out the other to explore semantic contact of hardened boundaries, this discussion will present their narratives to highlight their positionality and (imp)possibilities of future dialogue.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 007, Oral presentation

A qualitative study of Rohingya men's Mental Health and Psychosocial Support needs and service engagement in Cox's Bazar, Bangladesh

YAN L. [2], MURRAY S. [2], RAHAMAN K. [3], HASSAN S. [3], NGUYEN A. [4], CLOUIN L. [1], LE ROCH K. [1], LASATER M. [2]

[1] Action contre la Faim, Montreuil, France
[2] Johns Hopkins Bloomberg School of Public Health, Baltimore, United States
[3] Action Against Hunger, Cox's Bazar, Bangladesh
[4] University of Virginia, Charlottesville, United States

Keywords: Rohingya refugees, Fathers, Mental Health and Psychosocial Support

Background. Few mental health and psychosocial support (MHPSS) services are tailored for male refugees, although they experience high rates of trauma exposure and engage distinct explanatory models of psychological distress and coping (Khan & Haque, 2021; Lavdas et al., 2023). To promote male engagement in MHPSS interventions, it is critical to understand how men conceptualize their MHPSS needs and service engagement.

Methods. This presentation reports qualitative findings from a broader evaluation of Baby Friendly Spaces (BFS), an integrated nutrition/MHPSS intervention for Rohingya refugee caregivers and children living in Cos's Bazar refugee camps in Bangladesh. We interviewed 19 Rohingya fathers regarding their 1) MHPSS needs, 2) impressions of the existing BFS program, and 3) willingness to participate in future psychosocial MHPSS interventions.

Results. Fathers identified a range of social and material needs, deemphasizing personal emotional concerns. They held divergent views of existing BFS programs as beneficial, threatening, or of little interest. Fathers rarely mentioned their own emotional experience. Instead, they equated their personal well-being with their family's. Fathers were willing to engage in MHPSS programming if staff sought them out, citing their family's wellbeing as a primary motivation, but saw the BFS program as a space reserved for women.

Conclusion. These findings provide crucial translational insights for MHPSS initiatives, which must attend to men's social, relational and material needs while addressing contextual stressors (Riley et al., 2017), to benefit trauma-affected men living in protracted humanitarian contexts.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 007, Oral presentation

Local perceptions of mental health and psychological suffering in a conflict-affected area of North Kivu (DRC): a qualitative inquiry into cultural representations, causes, and community responses

DOZIO E. [1], WAMBA V. [1], LASSALLE N. [1], NGUEMO LEUDJEU F. [1]

[1] Action contre la Faim, Montreuil, France

Keywords: Cultural representations, Community resilience, Mental health

n communities living under chronic insecurity and repeated displacement, the meanings of mental health and psychological suffering are shaped by social, spiritual, and historical dimensions. This qualitative study, conducted in the Mweso health zone (North Kivu, DRC), explored how local populations understand and respond to psychological distress. Through focus group discussions and semi-structured interviews with community leaders, women, men, traditional healers, and faith-based actors, the research investigated the ways people define, interpret, and cope with mental suffering in their everyday lives.

Findings reveal that distress is seen as both a social and moral phenomenon, linked to the cumulative effects of war, poverty, and gender-based violence, but also to sorcery, curses, and spiritual imbalance. Local narratives distinguish between “psychological pain,” “madness,” and “mental illness,” each carrying specific meanings and social implications. Expressions of distress differ by gender: women report somatic symptoms, anxiety, and guilt, while men describe intrusive thoughts, anger, substance use, and suicidal acts. Despite limited formal care, communities draw on internal resources—elders, pastors, mutual aid groups, and “mamas conseillères”—to sustain social and emotional cohesion.

This study underscores the coexistence of biomedical and magico-religious frameworks in shaping care-seeking behaviors and highlights the resilience and creativity of communities facing protracted adversity. It calls for integrating local representations into psychosocial programs to foster culturally attuned, community-based mental health support.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 007, Oral presentation

Ethical and methodological approach to conducting qualitative research in cross-cultural psychology in Haiti.

MARTY CHEVREUIL A. [1], *STURM G.* [1]

[1] *Université Toulouse Jean Jaurès, Toulouse, France*

Keywords: resilience, young haitians, narratives

Following the earthquake of 12 January 2010 in Haiti, mental health research has focused on the trauma experienced by the Haitian population and its ability to cope with extreme, multiple and repeated adversity (Derivois 2018). In the international literature, the resilience of Haitians has been widely highlighted, but gaps remain in the exploration of the subjective dynamics of resilience among young Haitians, taking into account the specificities of Haitian culture and social and historical context (Evelvold Andreassen et al. 2023). In order to overcome these limitations and with a view to developing an approach involving the active participation of the target population, we constructed a qualitative research framework using narrative interviews and focus groups, enabling young people to express their relationship with the world from a relational position of reciprocity with the researcher (Roysircar & O'Grady 2022). This required several adjustments, informed by constant reflection on the researcher's place in relation to vulnerable and invisible populations, relationships that are underpinned by dynamics of power and oppression (Kirmayer et al. 2009).

Our communication aims to highlight this approach, developed over time, based on solid prior knowledge of the field but also in response to challenges that arose during the preparation of the research. Finally, it addresses the ethical and methodological issues involved in implementing a qualitative approach in this context.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 007, Oral presentation

Research in a Pandemic Situation: The Project “The Recife That I Saw”

MOUTINHO K. [1], PANTOJA GARVEY A. [2], LIRA DOS SANTOS ALÉSSIO R. [1], VASCONCELOS A. [1]

[1] Federal University of Pernambuco, Recife - Pernambuco, Brazil
[2] American River College, Sacramento - California, United States

Keywords: Imagination, sociocultural psychology, older adult

The purpose of this presentation is to explore stories created by older adults as part of a project entitled *O Recife que eu Vi* (The Recife That I Saw), conducted during the COVID-19 pandemic. Individuals aged 60 and over, while sheltering-in-place, were invited to revisit their photo albums and select photographs that captured significant moments experienced in the city of Recife, Brazil. 42 photos, dating back to 1940, were provided by 30 participants. Photos were digitized, sent to the first author, accompanied by an audio file narrating their story associated with each image. Videos were created and posted on the Instagram profile @orecifequeeuvi. A book and a short film were created and made freely available on YouTube. A descriptive analysis of the videos will be presented, along with an analysis of narratives and comments related to two selected videos. The texts and videos were viewed as acts of imagination, which in turn is conceived as an expansion of experience. The apparent “final product” of this project constituted an alive opportunity for the participants, profile followers, family members and research team to reconstruct a vivid city, renewed through its past. These narratives fostered meaningful reinterpretations of life during a moment of profound global tension and loss. In Brazil, more than 700,000 people died of Covid-19. The investigation promoted symbolic co-constructions of well-being and hope. Amidst so much loss and social isolation, imagining Recife as I saw it constituted a place of social connection and joy.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 007, Oral presentation

Activism as a Coping Mechanism to Deal with Ambiguous Loss: Benefits, Challenges, and Psychological Risks

BARAKAT K. [1], BERNATH J. [2], YOUSSEF C. [3]

[1] UCLouvain, Louvain-la-Neuve, Belgium
[2] Swisspeace, Basel, Switzerland
[3] Asfari Institute for Civil Society and Citizenship, Beirut, Lebanon

Keywords: Activist Narratives, Ambiguous loss, political violence

The fall of the al-Assad regime in Syria in December 2024 marked a transformative moment for the Middle East, reopening profound questions for survivors of state violence, families of the disappeared, and the researchers and mental health practitioners who have accompanied them since the 2011 uprisings. To date, more than 180,000 cases of enforced disappearance have been documented in Syria[1]. For many families, activism and collective mobilization have become vital mechanisms to cope with the pain of ambiguous loss—the persistent uncertainty surrounding the fate of their loved ones.

Drawing on in-depth semi-structured interviews with Syrian women activists and family members—both prominent figures and others with less public visibility—this paper explores the psychological consequences of engaging in activism as a coping mechanism in the context of ambiguous loss. It examines what activism offers in terms of meaning-making, community-building, solidarity, and sustaining hope, while also considering the challenges and risks it poses for grief, healing, and long-term psychological well-being.

Furthermore, the paper interrogates the ethical and epistemological implications of relying on activist narratives in research. How do we, as researchers, navigate the tension between visibility and inclusivity? How can we do justice to those with less access to public platforms, ensuring their perspectives are meaningfully integrated into the knowledge produced?

This study is part of SUPPAL, an interdisciplinary project bringing together Women Now for Development, the Asfari Institute at the American University of Beirut, and Swisspeace Institute, which examines lived experiences of ambiguous loss through a qualitative socio-cultural, feminist lens.

[1] https://snhr.org/wp-content/uploads/2024/08/O250809G02E-1.png



Wednesday 8th July 2026, 14:00 - 15:40, CLI 036, Oral presentation

Artful Interpretation in Psychological Research: A Visual Methodology for Translating Women's Metaphorical Narratives into Documentary Film

OZOGUZ S. [1], *PANTEA F.* [1]

[1] *The New School, NEW YORK, United States*

Keywords: Turkiye, gender, art-based methods

Visual methodologies offer innovative approaches to enhancing qualitative psychological research and to disseminating knowledge. In my interviews about freedom dreams of women across Turkiye, I employed an artfully interpretive approach to thematic analysis (Braun & Clarke, 2023), translating participants' nature-based metaphors into visual narratives. Across the interviews, women conceptualized their experiences through powerful imagery: standing "like a tree" with maternal lineage as nurturing roots, and describing the struggle for liberation as "the fire within." Following Gupta and Zieske's (2024) framework for arts-based social justice research, this work contributes to ongoing discussions about alternative forms of research dissemination in psychology, particularly when addressing complex sociopolitical issues. Within my own interpretation of art-based social justice research, I pay particular attention to metaphors, and am drawn to their psychological function in making sense of complex, abstract phenomena, such as liberation. Transforming such metaphorical language into narratives of film then reveals how visual methods can capture nuanced emotional and psychological dimensions that may get lost in traditional academic formats. Integrating artistic approaches with psychological research can create more impactful and accessible ways of communicating research findings, particularly in contexts where traditional empirical presentations may have limited influence on policy makers and public discourse.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 036, Oral presentation

Using Arts-Based Methods to Explore How Afghan Refugee Youth in Iran Make Sense of Their Lives

MARTIKAINEN J. [1]

[1] *University of Eastern Finland, Kuopio, Finland*

Keywords: arts-based methods, refugee youth, social representations

This study explores how Afghan refugee children and adolescents living in Iran make sense of their everyday lives through the lens of social representations theory and an arts-based methodology. Eighty-five participants ages 10–19 created drawings and written reflections in response to a prompt asking what they would like Iranian people to know about their lives. The data were analysed through qualitative content analysis. Participants shared thoughts, emotions, and aspirations regarding Afghan–Iranian relations, resulting in four distinct social representations: (1) problematic relations between Afghan and Iranian people, (2) friendly relations between Afghan and Iranian youth, (3) social and cultural barriers, and (4) hopes for peaceful coexistence in the future. While most participants expressed feelings of exclusion, discrimination, and limited access to education, others shared experiences of kindness and friendship, expressing hopes for mutual understanding and harmony. This research offers insight into Afghan refugee youth's everyday lives and social relations in Iran. Theoretically, it advances understanding of social representations and related social identities among youth, especially those navigating life between two cultures. Methodologically, it demonstrates the value of qualitative, arts-based approaches in capturing the complex, layered experiences of displaced young people and their processes of meaning-making.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 036, Oral presentation

Discussing Theoretical and Methodological Issues at Stake in the Analysis of Artistic Productions: A Study on Social Representations of Love and Intimate Partner Violence in French Songs

LELAURAIN S. [1], *RESTIVO L.* [1]

[1] *Aix-Marseille Université, Aix-en-Provence, France*

Keywords: artistic productions, ideologies, theoretico-methodological issues

The necessity to articulate different levels of analysis in the understanding of the complexity of social phenomena has been pointed out by the social psychologist Willem Doise (1982). While psychological research often focuses on the intra-individual level, the inter-individual, positional, and ideological levels are particularly relevant in psychosocial approaches (Moscovici, 1988). Applied to the study of Intimate Partner Violence (IPV), such an approach invites us to examine the ideological mechanisms that underlie its perpetuation. Among these ideological aspects, adherence to romantic love and sexist ideologies has been linked to the legitimization of IPV (Lelaurain et al., 2018; Lelaurain et al., 2021). If the analysis of these ideologies through artistic productions such as books or movies has been of important interest (Bonomi et al., 2013; Tanner et al., 2003), less attention has been paid in their presence in songs whereas their listening remains an important cultural practice. Based on a study exploring the social representations of love, intimate partners relationships and violence conveyed through French songs listened by “young” people, this communication will discuss the theoretical and methodological issues raised by such material. These include the data collection (e.g., how to constitute a theoretically driven corpus) and analysis (e.g., how to analyze the meanings conveyed by the lyrics while articulating its musical dimensions) of such a corpus. The theoretical interests, for the field of social representations, to study artistic productions such as songs in the access of socio-affective and emotional dimensions uncaptured through more traditional methods will be discussed



Wednesday 8th July 2026, 14:00 - 15:40, CLI 036, Oral presentation

Lights, camera, action: an introduction to participatory video as an innovative research method in psychology

WHITLEY R. [1]

[1] *McGill University, Montreal, Canada*

Keywords: Participatory Video, Mental Health, Veterans

Participatory Video (PV) is an innovative action-research methodology originally developed in Newfoundland, to identify and address issues faced by struggling fishing communities. It involves ordinary individuals from a specific sub-population working together to script and produce locally-grounded videos about their lives and issues. These can then be shown to target audiences in organised screenings to raise awareness and catalyze change. It has been widely-used in various academic disciplines such as sociology and anthropology, however it remains underutilized in psychology.

Hence, the presenter will draw on his considerable experience conducting PV research with people with mental illness to illuminate the power and potential of PV to shed light on complex psychosocial processes such as stigma and recovery. This will be done by presenting a PV case study of a project with military veterans with PTSD. He will begin with a brief introduction to PV including definitions, origins and core concepts. Second, he will outline key steps and best practices in a PV project, including dissemination to target audiences. Third, he will discuss the inter-weaving of action and research within a PV project, focusing on design, data collection and analysis. Time permitting, he will present the unique ethical issues raised by PV.

Attendees will thus understand the core principles and definitions of participatory video, as well as its utility as a research method; including its origins, key concepts, and how it differs from traditional research methodologies in psychology.This will give participants a foundation to plan and execute a relevant project themselves.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 036, Oral presentation

Reconfiguring anxiety through ontologies of time and collective zine-making methods

BARRACLOUGH S. [1], *TUDOR R.* [1]

[1] *University of Canterbury, Christchurch, New Zealand*

Keywords: time, anxiety, zine-making

This presentation takes up the conference call to consider how qualitative research can participate in the transformation of and with the world, in the face of contemporary global challenges. Drawing on a qualitative research project using arts-based methods (collective zine-making) with young women experiencing anxiety we focus on what new possible worlds emerge through creative and embodied methods, such as zine-making. Such methods hold potential to displace the fixed boundaries between brain/body, nature/culture and subject/object which define traditional knowledge structures and produce other ways of knowing, being and becoming. Additionally, we focus on thinking with concepts of time and temporality to disrupt taken for granted and reductionist notions of anxiety. While time has been central to the projects of psychology and qualitative research it often remains the static backdrop through which we mark, measure and maintain (the illusion of) continuous human progress and forward momentum. Temporal concepts of past, present and future are also inherent to contemporary understandings of anxiety, stress and worry, from temporal qualities of anxiety manifesting as fear of the future to an ever-increasing encouragement to simply 'be' in the now. In this presentation we think with feminist materialist ontologies of time and associated non-linear temporal concepts in order to to reimagine what more anxiety, and qualitative research, can be/come.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 034, Oral presentation

Making Sense of Pain in Early-Onset Parkinson's Disease: A Phenomenological Exploration of Lived Experience

ZIMMERS S. [1,2], FLAHAULT C. [2], BUNGENER C. [2]

[1] Ecole des Psychologues Praticiens, Paris, France
[2] Université Paris Cité, Laboratory of Psychopathology and Health Processes, Boulogne-Billancourt, France

Keywords: Pain experience, Parkinson's Disease, Interpretative Phenomenological Analysis

Parkinson's disease is a disabling neurodegenerative condition characterized by motor and non-motor symptoms. Pain, often described by patients as the most disabling non-motor manifestation, remains undervalued and undertreated. Although quantitative studies have identified several associated factors (female gender, early onset, longer disease duration, mood disorders), little attention has been given to the subjective experience of pain (Ozturk et al., 2017; Zimmers et al., 2023).

The aim of this study was to explore how people diagnosed with Parkinson's disease at an early age make sense of their pain experience, through the examination of their representations of the disease and of pain.

Non-directive interviews were conducted with four French-speaking participants experiencing pain who had received a diagnosis of Parkinson's disease at an early age. Qualitative analyses using Interpretative Phenomenological Analysis (IPA) (Smith et al., 2009) identified four major themes: the history of the disease, adaptation to the disease, losses related to pain, and strategies deployed to regain control over pain.

These results offer a better understanding of the subjective experience of pain in individuals diagnosed with the disease at an early age and highlight the processes of adaptation implemented by the participants despite the major identity upheaval caused by illness and pain. They also shed light on how the relational dimension of pain takes place in this experience. They underline the need to consider the personal meanings attached to pain in the clinical understanding of Parkinson's disease and open perspectives for more sensitive and person-centered approaches to care.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 034, Oral presentation

"I Want to Stop Being": A Phenomenological Exploration of the Yearning for Death as Existential Defense

MOR N. [1]

[1] *tel aviv university, tel aviv, Israel*

Keywords: Existential phenomenology, Yearning for death, Interpretive phenomenological analysis

Purpose: This interpretive phenomenological study explores the lived experience of yearning for death as a distinct phenomenon, separate from suicidal action, examining it as a meaningful existential response to fundamental human concerns. Drawing on Yalom's existential framework, the study investigates how individuals experience and make sense of their desire for non-being.

Method: Ten adults (aged 20-90) who self-identified with death-yearning participated in semi-structured interviews lasting 60-120 minutes, exploring the phenomenological texture, meaning, and existential significance of their yearning. Data were analyzed through iterative coding, theme development, and theoretical interpretation informed by Yalom's existential framework, maintaining dialectical attention to participants' meaning-making and existential understanding.

Findings: Preliminary analysis reveals the yearning for death as a comprehensible response to unbearable lived reality, functioning as a defensive mechanism against existential concerns. Participants describe life as inherently burdensome—a "constant battle"—making the yearning feel like "the sane part" of their experience. The yearning manifests distinctly across Yalom's four existential concerns: death anxiety (seeking control), freedom/responsibility (escaping overwhelming burden), isolation (relieving alienation), and meaninglessness (resolving absurdity). Notably, it operates as movement away from suffering rather than toward afterlife, described as longing for "quiet," "stopping," or "absence of everything."

Implications: This research challenges the pathologization of death-related thoughts, calling for a paradigm shift in how psychology approaches marginalized human experiences. By legitimizing the yearning for death as meaningful existential phenomenon, we create space for authentic therapeutic encounters and contribute to world-making that honors the full spectrum of human existence.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 034, Oral presentation

The experiences and views of asylum-seekers with disabilities on the healthcare services in Cyprus

ANASTASIOU E. [1], *KADIANAKI I.* [1]

[1] *University of Cyprus, Nicosia, Cyprus*

Keywords: asylum-seekers, experiences, healthcare

Critical health and social psychology research on the healthcare experiences of asylum-seekers with disabilities (ASDs) remains scarce. These individuals face unique challenges related to their double-minority status when navigating healthcare settings and interacting with healthcare providers. This study aims to explore the experiences of ASDs in Cyprus when accessing and using healthcare services, and how they perceive these experiences as shaping their overall health outcomes and well-being. Twenty-one semi-structured interviews were conducted with ASDs and transcribed verbatim. Reflexive Thematic Analysis (Braun & Clarke, 2022) was employed to examine participants' experiences and perspectives. Four main themes emerged from the data, situated on two interpretative levels. On the institutional level, Navigating a complex system: systemic barriers and inefficiencies and Moments of care amid constraint capture participants' encounters with the healthcare system itself, while on the interpersonal level, Encounters that harm: inattentive responses with Perceived bias and discriminatory encounters as a sub-theme – and Finding hope amid constraint: attentive and compassionate responses encompass participants' encounters with healthcare providers. These emerging findings reveal a landscape marked by duality and contradiction in participants' quest for care, with important implications for their overall health and well-being. This research contributes to the limited body of literature on ASDs' healthcare experiences and provide groundwork for future, evidence-based advocacy and policy development supporting this population.



Wednesday 8th July 2026, 14:00 - 15:40, CLI 034, Oral presentation

Experience of disease progression in patients with metastatic uveal melanoma or luminal B breast cancer

BUGEON P. [1,2], BODELET C. [1], COTTU P. [1], VAFLARD P. [1], RODRIGUES M. [1], PIPERNO-NEUMANN S. [1], RAULT A. [1], DONDIN M. [1], DOLBEAULT S. [1], BRÉDART A. [1,2]

[1] Institut Curie, Paris, France
[2] Université Paris Cité - Laboratoire de Psychopathologie et Processus de Santé, Paris, France

Keywords: early advanced cancer, disease progression, patient experience

Background: Thanks to rapid advances in oncology, many patients with metastatic cancer are now able to live longer with the condition, although it is not curable and the course is unpredictable. This uncertainty creates new psychological needs, particularly when facing disease progression. This study aimed to explore the experience of disease progression in patients with metastatic uveal melanoma (MUM) or luminal B breast cancer (MLBBC). These are two cancers with a poor prognosis, but treatment efficacy has recently improved.

Methods: A qualitative study involving 39 adult patients with MUM (n = 20) or MLBBC (n = 19) was implemented. The patients were approached consecutively at an oncology consultation, during which they were informed of their cancer progression. Semi-structured interviews were conducted by a clinical psychologist. Thematic analysis was undertaken using NVivo software.

Results: Our results revealed three themes and six subthemes, which varied according to cancer type: 1) Immediate reactions to disclosure, including (i) Emotional reactions to disease progression and (ii) Understanding of information; 2) Concerns about the future, including (i) concerns about treatment effects and (ii) Worry about disease progression; 3) Communication with the oncologist, including (i) Ambivalence about information needs and (ii) Barriers to communication with the oncologist

Conclusion: Patients' experiences of being told about their cancer progression involve a nuanced set of emotional reactions, attempts to understand the situation, and apprehension about the future. Understanding these experiences is essential for providing appropriate support at this critical time, including assistance with emotional processing and communication with the oncologist.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Exploring the effects of “Fresques de Possibles” workshops

DARGENTAS M. [1], KERRAIN E. [2], SAWTSCHUK J. [1], SERVAIN P. [1]

[1] Université de Bretagne Occidentale, Brest, France
[2] Le Lieu Dit, Brest, France

Keywords: participant involvement, change, social representations

Apart from observing and describing representations, reasoning and experiences, qualitative research allows us to explore individual and societal change and to consider phenomena in their dynamic nature (Jodelet, 2003). Furthermore, collective research formats, based on participant involvement and engagement, can lead to changes in beliefs and behaviours, as demonstrated in Lewin's research (1947).

Our poster will address these issues through an ongoing research project that explores behavioural change and trajectories in favour of transitions. It consists of studying the impact on individuals of “Fresques des Possibles” workshops. These workshops, involving the participation of around 5 to 10 people, raise awareness of transition issues and help individuals identify ways to act towards more sustainable lifestyles; interaction between people and active participation are encouraged during these workshops.

A methodology combining individual research interviews, observation of workshop sessions, and focus groups will enable us to explore the effect these workshops have on individuals and understand how they influence them, identifying types of effects and their links to participants' motivations and prior awareness of transition issues. Our poster presents our methodology and first results.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Evaluation of an information tool, « My Companion – Support Kit » (KickCancer) in paediatric oncology

COBBAUT G. [1], LAHAYE M. [1], DE VILLE DE GOYET M. [1]

[1] UCLouvain, Ottignies-Louvain-La-Neuve, Belgium

Keywords: Evaluation, Information tool, Comparative perspectives

Background

Few studies in pediatric have explored children's participation in information sharing and decision-making about their care, taking into account the perspectives of all care partners, including children, parents, and healthcare professionals.

Our project aims to evaluate an information tool ("My Companion – Support kit", KickCancer) intended for children and parents when a paediatric cancer diagnosis is announced. We will explore the different perspectives of children, parents and healthcare teams regarding this tool.

Methodology

The first phase of the study involves evaluating the tool among healthcare professionals, animators, teachers, and administrative personnel in Belgian pediatric hematology-oncology departments. A mixed-methods approach is used, combining qualitative methods (open-ended questions and semi-structured interviews) with quantitative methods (questionnaire). Semi-structured interviews will be conducted with the person responsible for distributing the tool within each department. This work will provide an overview of the dissemination and use of the tool, assess the needs of each participant and their satisfaction with the tool, and gather their suggestions for improvement.

Areas for consideration

The aim of this presentation is to provide the results of this initial evaluation phase. Those will enable us to analyse the extent to which the tool meets the needs of the various healthcare partners and to make any necessary adjustments. They will also help us to reflect on and determine the most appropriate qualitative methods for evaluating the tool with children and their parent, and thus to better understand how to support their participation in information exchanges and decision-making processes that affect them.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Qualitative Insights from a Participatory Approach to Refine a Psychological Intervention for Adolescents and Young Adults with Cancer

BREDA L. [1], LAHAYE M. [1], MERCKAERT I. [2], LIBERT Y. [2], SERVAIS Z. [2], GREGOIRE C. [3], MOGHADDAMFAR F. [3]

[1] UCLouvain, Louvain-la-Neuve, Belgium
[2] Université Libre de Bruxelles, Bruxelles, Belgium
[3] Université de Liège, Liège, Belgium

Keywords: Participatory Approach, Adolescents and Young Adults, Psychological Intervention

Background: Adolescents and young adults with cancer (AYAc), aged 15 to 39 at diagnosis, represent a unique subgroup in oncology with specific care needs. They face distinct psychosocial challenges, particularly regarding psychological support. Research highlighted the need for multidimensional psychological intervention targeting four key domains: emotional health, social functioning, health behaviors, and cancer-related cognitive difficulties. To increase relevance, feasibility, and effectiveness, multiple studies recommend involving AYAc through participatory approaches.

Methodology: Within a participatory consultative framework, a study involved patient partners, caregivers, healthcare professionals, and researchers to prospectively refine a multidimensional psychological intervention, as part of a multicentered research project. Focus groups explored two primary areas: (1) study conception, covering the design, incorporation into usual care, and recruitment of future participants, and (2) the intervention content and format. Data collection is now complete, and analysis is ongoing. Therefore transcripts will be analyzed using thematic analysis combining deductive and inductive coding. Deductive coding focuses on the two predefined areas, while inductive coding allows for the identification of emerging subthemes.

Results: Preliminary insights from this consultative participatory framework are expected to guide adjustments to intervention content, delivery methods, and study procedures. Integrating diverse stakeholder perspectives is likely to improve acceptability, relevance, and feasibility across multiple hospital sites.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Between Humanization and Victimization: Negotiating Difference in Greek Discourses on Refugees.

DOUMOU K. [1], *BAKA A.* [1]

[1] *Aristotle University Of Thessaloniki, THESSALONIKI, Greece*

Keywords: liquid racism, refugees, social inclusion

This study explores how Greek discourse frames refugees through the intertwined processes of victimization and humanization, and how these processes reproduce or resist the dynamics of liquid racism. The analysis draws on semi-structured interviews with 30 residents from Athens, Lesvos, and Thessaloniki, none of whom were professionally or voluntarily involved with refugees. Guided by critical social discourse psychology, the study identifies two main argumentative lines. The first constructs refugees through victimization, where children appear as victims of their parents and women as victims of a violent culture, positioning refugees as passive recipients of Western protection and humanitarian aid. This selective empathy reproduces hierarchies of worth and illustrates how victimization functions as a subtle form of liquid racism. The second line concerns humanization, articulated through everyday discourses of diversity and coexistence. While such narratives appear inclusive, they often aestheticize or depoliticize cultural difference, transforming inclusion into a moral or emotional stance rather than a political commitment to equality. Yet, in some accounts, humanization also emerges as a relational process capable of fostering solidarity without erasing difference. Overall, the study suggests that victimization and humanization are not opposites but co-constitutive mechanisms through which liquid racism operates in everyday discourse.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Facing the unbearable : A reflexive approach to the researcher's affect in qualitative research - Anguish as an example

CHERQAOUI K. [1]

[1] *RPpsy Poitiers CAPS Laboratory, POITIERS, France*

Keywords: ethics of implication, ethics of implication, ethics of implication

In contemporary contexts marked by ethical and institutional uncertainty, qualitative research increasingly exposes the researcher to affective and epistemic limits. Through this contribution we aim to explore how researcher's affect, particularly anxiety and discpmfort, can be approached not as methodological noise, but as essential ressources of knowledge construction and transformation.

Drawing on a qualitative research, conducted in end of life care settings, this study examines how researcher's affective experience participates inshaping both the interpretative process and the world it seeks to understand. through a reflexive and interpretative framework (Devreux, 1967) the researcher's contertransference mouvements, moments of silence, and emotional resonance are treated as data in their own right, capable of revealing underlying individual and institutional resistances.

This analysis highlights that the unbearable (moments when meaning collapses) functions as a limit-experience where the subject, the method and the world intersect. These moments of rupture invite a shift from the ideal of mastery towards an ethic of implication, in which vulnerability of the researcher becomes a condition for the emergence of meaning.

By theorizing affect as a space of co-production between researcher and participants, this work argues for a reflexive psychopathology of qualitative inquiry, one capable of contributing to a psychology of and for the world-making. the suggested approach thus extends beyond methodological concerns to address the ethical and transformative potential of qualitative research in times of institutional and social crisis.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Visualising taboo: A visual methods study of social representations of menstruation

LUND F. [2], WAGONER B. [1,2], MURAKAMI K. [3]

[1] University of Copenhagen, Copenhagen, Denmark
[2] Aalborg University, Aalborg, Denmark
[3] University of Westminister, London, United Kingdom

Keywords: menstruation, annotated drawings, social representations theory

While qualitative research still mainly relies on verbally administered and collected data, in recent decades visual methods are increasingly incorporated into research. Visual methods have the advantage of facilitating difficult to articulate experiences through an alternative medium. This poster compares the kind of data produced using two visual methods in studying the sensitive topic of men's and women's everyday understandings of menstruation. Despite being a natural bodily function and an indicator of health, menstruation has historically been, and still is, considered a sensitive topic surrounded by taboo. Drawing on the theory of social representations, this study comprised two focus group interviews with the integration of two visual methods: participant-created drawings and video-elicitation. The findings show that the participant-created drawings enabled abstract ideas on and embodied experience with menstruation to become tangible, whereas video-elicitation sparked discussions on broader societal ideas and evaluations of these in terms of social affiliation. Sensitive topics, such as menstruation, are embedded in a variety of verbal constrains and the application of visual methods have the potential to enrich insights into people's everyday life understandings of these topics. Altogether, this study contributes to the growing recognition of the beneficial potentials of using visual methods within qualitative psychological research of and for world-making.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

"How are you feeling?" Psychological support for informal caregivers of individuals with neurocognitive disorders: what would the ideal assessment tool look like?

RESSE M. [1], POISSONNIER A. [1], AYMÉ C. [1], BOBINEAU C. [2], PLATEL H. [1], GROUSSARD M. [1]

[1] Université de Caen Normandie, Inserm, EPHE-PSL, PSL Université Paris, CHU de Caen, GIP Cyceron, U1077, NIMH, 14000 Caen, France, Caen, France
[2] 2. Université de Rouen Normandie, UFR SHS, CIRNEF UR7454, 76130 Mont-Saint-Aignan, France, Mont-Saint-Aignan, France

Keywords: caregivers, well-being, focus group

Background: Neurocognitive disorders (NCDs) can lead to severe cognitive impairments and neuropsychiatric symptoms. The progressive loss of autonomy experienced by individuals with NCDs often requires increasing support from an informal caregiver (IC), for whom this role can cause ambivalent feelings and chronic stress. Although the heterogeneity of NCDs' symptoms and caregiving experiences hinders the standardization of psychological assessment, early and systematic evaluation of ICs at risk of mental health issues is needed to provide them with tailored support [1].

Objectives: this ongoing study aims to define guidelines for developing a screening tool for ICs of individuals with NCDs living at home, easily usable by healthcare professionals.

Methods: Persons with relevant expertise are recruited through a purposeful sampling. Five two-hour focus groups are conducted: two with healthcare professionals, two with ICs, and one gathering both groups.

Results: Qualitative data were collected from 16 healthcare professionals (particularly neuropsychologists, neurologists and general practitioners) and 14 ICs during the first four focus groups. Preliminary results revealed contrasted views among all participants regarding the appropriate timing for psychological support. Healthcare professionals are divided on the tool's format, some favoring a questionnaire and others suggesting alternative approaches. ICs tend to focus more on the care recipient's well-being than on their own, and often struggle to identify their personal needs.

Discussion: Thematic analysis will inform the design of a context-adapted tool for ICs and guide healthcare professionals in addressing relevant questions, while identifying barriers to trust-building and suitable referral pathways.

Reference

[1] Le et Ibuka (2023)



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

"I often feel helpless and find it difficult to be empathic". The psychological impact of adolescent suicidality on child and adolescent psychiatrists in training: a qualitative study using thematic analysis

GRAZIANO F. [1], CALANDRI E. [1], FEDI A. [1], GATTINO S. [1], MARTINI M. [1], FORNARA C. [1], DAVICO C. [2]

[1] Department of Psychology - University of Turin (Italy), Turin, Italy
[2] Department of Public Health and Pediatric Sciences - University of Turin (Italy), Turin, Italy

Keywords: adolescence, suicidality, child and adolescent psychiatrists

The complexity of psychiatric disorders in adolescence makes training as a child and adolescent psychiatrist particularly challenging. In recent years, exposure of these young doctors to adolescent suicidal issues (self-harm, suicidal thoughts, and suicide attempts) has increased, while the psychological effects of this exposure remain largely unexplored. This study aimed to examine the psychological experiences of a group of Italian child and adolescent psychiatry trainees in dealing with adolescent suicidal patients, focusing on representations of adolescence, emotional challenges, and coping resources emerging from their narratives.

Eighteen semi-structured interviews were conducted with child and adolescent psychiatry trainees (14 female, mean age = 28 years, SD = 2.5) working in a large pediatric university hospital in Turin, Italy. Verbatim transcripts were analyzed using inductive thematic analysis with Atlas.ti 25 software.

Shock, sadness, and anxiety were the most frequently reported emotions when dealing with adolescent suicidal patients, along with anger and frustration, often related to inexperience. The difficulty of establishing a genuine empathic relationship with adolescent patients was prominent, and closeness in age to patients is perceived both as a resource and a challenge. These difficulties can lead to emotional exhaustion and negatively affect perceptions of one's personal and professional future. Support from colleagues and supervisors emerged as a crucial coping resource, although a lack of structured supervision and professional support was noted. These findings underscore the need for attentive tutoring, supervision, and psychological support for young psychiatrists in training to buffer the strong emotional impact of exposure to adolescent suicidality.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Using Feminist and Relational Ethics in Research for a More Just and Compassionate World

KRACEN A. [1], *MERCERAT C.* [2]

[1] *National College of Ireland, Dublin, Ireland*
[2] *Université de Montréal, Montréal, Canada*

Keywords: Feminist ethics, Relational ethics, Reflexivity

Qualitative research often presents complex ethical challenges that extend beyond procedural ethics. This poster examines ethical concerns encountered in our research with marginalized groups (e.g., women with disabilities, people with cancer, and transgender individuals). Drawing on principles of feminist and relational ethics, we explore how we have reflected on and navigated these challenges, striving to promote equity and social justice through our research approaches.

Traditional research ethics are important but may be insufficient when working with populations facing systemic oppression, structural inequalities, and power imbalances. Our experiences have highlighted tensions around representation, voice, confidentiality, emotional labor, compassion fatigue, vicarious trauma, and the potential for harm and re-traumatization. We also have confronted questions about researcher positionality, reciprocity, and responsibilities that extend beyond data collection.

Drawing on examples from our work, we examine how feminist ethics—which centers power dynamics, intersectionality, and disruptive action—and relational ethics—which prioritizes relationships, context, and mutual responsibility—provide frameworks for ethical decision-making in conceptualizing, conducting and disseminating research. We discuss challenges we encountered and practical strategies we implemented, including participatory approaches, reflexive practice, community consultation, and trauma-informed methods.

This poster contributes to ongoing conversations about research ethics by highlighting the need for context-sensitive approaches that honor the expertise and agency of research participants. By sharing our vulnerabilities, challenges, and responses, we aim to reflect on and advocate for ethical research that contributes to a more equitable, compassionate world.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Engaging the Unconscious: An Innovative Methodological Approach to Jewish–German Relations after October 7, 2023

BRÖGELER H. [1]

[1] *University of Hannover, Hannover, Germany*
[2] *Alfred Adler Institut, Berlin, Germany*
[3] *Gesellschaft für psychoanalytische Sozialpsychologie, Frankfurt, Germany*
[4] *Therapists Against Antisemitism e.V., Berlin, Germany*

Keywords: Strong Reflexivity, Innovative Methodical Approach, Trauma

This poster presents a study investigating Jewish–German encounters amid rising antisemitism after October 7, 2023. The analysis follows a two-step design: first, a qualitative content analysis (using MAXQDA) oriented toward the phenomenological level of participants' lived experiences was conducted to identify relevant themes and patterns. Next, „enacted scenes" were extracted from the coded material and discussed in a deep-hermeneutic interpretation group (Lorenzer, 1986) and informed by the concept of Strong Reflexivity (Langer, 2019) within a psycho-social research perspective. This hybrid approach enables systematic exploration of both explicit and latent dimensions of meaning, including transgenerational, collective dynamics. The interpretive group process functions as an analytic tool for uncovering underlying structures embedded in narratives and shared emotional responses. The contribution highlights methodological insights and challenges, demonstrating how the integration of phenomenologically informed content analysis and deep-hermeneutic interpretation can enhance psychological understanding of intergroup relations, particularly within Jewish–German encounters defined by historical trauma



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Analyzing Visualizations of #EcoAnxiety on Instagram

PALACIOS HAUGESTAD C. [1]

[1] *University Of Oslo, Oslo, Norway*
[2] *Oslo New University College, Oslo, Norway*

Keywords: eco-anxiety, multimodality, visual interpretative repertoires

This poster presents a study that examines how eco-anxieties are constructed, performed, and contested on Instagram, focusing on posts with the hashtags #EcoAnxiety and #ClimateAnxiety. It utilizes multimodal discourse analysis and digital ethnography to identify three visual interpretative repertoires. The first repertoire, "the eco-influencers' emotional confessional," normalizes eco-anxiety through environmental aesthetics and personal emotional disclosures. The second, "the environmentalist psychoeducational slideshow," legitimizes eco-anxiety as both a mental health concern and a catalyst for political action. Finally, "the irreverent environmentalist post" uses satirical humor to critique therapeutic framings and "toxic positivity." These repertoires offer various subject positions to viewers: the self-managed mindful eco-worrier, the politically empowered eco-worrier, and the satirical critic. The study highlights how Instagram shapes societal understandings of ecological distress, both reflecting and challenging existing narratives and influencing attitudes toward climate change. It underscores social media's dual role in reinforcing individualized affective management imperatives while also positioning viewers as political agents. Humor and irony are identified as key strategies for resistance, providing alternative ways to engage with ecological crises. While online community building may not directly lead to collective action, it can validate ecological concerns, foster solidarity, and potentially inspire future mobilization. This research contributes to understanding Instagram's role in societal meaning-making, emphasizing the multimodal representations of eco-anxiety and their impact on affective mobilization regarding climate change.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Cultivating intersubjectivity : co-elaborating knowledge with LGBTQ+ communities

JULIAN L. [1]

[1] *Lumière Lyon 2 University, Lyon, France*

Keywords: clinical psychology, co-elaboration, LGBTQ+

How can qualitative research become a space for co-elaboration rather than a distanced observation? This poster presents a study in psychoanalytic clinical psychology examining how early exposure to hetero-cisnormative expectations continues to shape internal psychic dynamics in LGBTQ+ young adults, and how engagement with LGBTQ+ peers can contribute to the reconsideration and transformation of these deeply embedded pressures. The research involves two interconnected dimensions: interviews with participants, and collaboration with volunteers from an LGBTQ+ community association.

The collaboration with association volunteers is methodologically central. They participate in shaping the research design, recruitment processes, and collective reflection on emerging themes. Crucially, their perspectives challenge the researcher's assumptions and preconceptions, creating a reflexive space that disrupts preexisting interpretive frameworks. This partnership transforms the research process by introducing perspectives grounded in lived community knowledge.

Drawing on psychoanalytic concepts (transference, countertransference, and unconscious resistances), the methodology centers on participants' subjective experience while foregrounding the affective and ethical dimensions of the research encounters. This attention to unconscious processes reveals how they shape both the interview space and the collaborative analysis. Through this presentation of the research design, the exchange will center on key questions like: How do community perspectives reshape academic knowledge production? What happens when lived experience challenges theoretical frameworks?



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Motherhood in the Shadow of War: Refugee Ukrainian Mothers in Poland about Parenting, Migration, and Hope. A Reflexive Thematic Analysis.

BORUSZAK-KIZIUKIEWICZ J. [1,2], *KMITA G.* [1,2], *KLIMANSKA M.* [3], *HALETSKA I.* [3,4], *TROMBOVETSKA O.* [5], *KUCHVARA Z.* [6,7]

[1] *University of Warsaw, Warsaw, Poland*
[2] *Institute of Mother and Child, Warsaw, Poland*
[3] *Ivan Franko National University of Lviv, Lviv, Ukraine*
[4] *WSB Merito University in Gdańsk, Gdansk, Poland*
[5] *University of Silesia in Katowice, Katowice, Poland*
[6] *Polish Association for Transactional Analysis, Poznan, Poland*
[7] *Ukrainian Association for Transactional Analysis, Cherkasy, Ukraine*

Keywords: reflexive thematic analysis, war in Ukraine, refugees

This study explores the experiences of Ukrainian refugee mothers living in Poland following Russia's full-scale invasion of Ukraine in 2022. Based on twenty semi-structured interviews, a reflexive thematic analysis identified four main themes: "Motherhood and War: Compass, Anchor, or Snail's Home", "Support Is in the Family", "I Keep the Ukrainian, Try the Polish, and Live My Own Way", and "Ambivalences Around Migration." The findings reveal that motherhood in the context of war and forced migration functions simultaneously as a compass that provides direction and meaning, an anchor that offers emotional stability, and a portable home symbolizing mobility and continuity. Family and child relationships serve as the primary sources of emotional support and resilience, while mothers navigate between preserving Ukrainian identity, adapting to Polish culture, and creating hybrid forms of everyday life. Migration emerges as a deeply ambivalent process, marked by loss and hope, dependence and agency, adaptation and resistance. The study conceptualizes motherhood as a dynamic process of coping that intertwines protection, transformation, and meaning-making in a world disrupted by war and displacement.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Silenced Voices: Social Representations of Women Facing the Pap Smear and Institutional Violence in Northern Mexico

ROJAS GONZÁLEZ E. [1], *CASTILLO VIVEROS N.* [1]

[1] *Universidad Autónoma de Ciudad Juárez, JUÁREZ, Mexico*

Keywords: Social representations, Women's health, institutional violence

Abstract

This study explores the social representations constructed by women in Ciudad Juárez, Mexico, regarding the Papanicolaou (PAP) test and their experiences of institutional violence within public health services. From a qualitative biographical and narrative design, it analyzes how women articulate meanings around their bodies, sexuality, and preventive care through personal stories and shared cultural codes. The research reveals that the interaction between gender norms, fear, and institutional neglect produces feelings of mistrust and vulnerability that hinder participation in cervical cancer prevention programs. By giving voice to women's lived experiences, this work contributes to ethical reflection and critical awareness in qualitative health psychology, aiming to promote more inclusive and respectful approaches to women's health.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Poster session

Shame must change sides: bore-out is not a personal matter

MARTIN L. [1,2], *VILLIEUX A.* [2], *CAMUS O.* [2]

[1] *University Lumière Lyon 2, GREPS UR 4163, Bron, France*
[2] *University of Rouen Normandy, CRFDP UR 7475, Rouen, France*

Keywords: bore-out, critical qualitative research, social transformation

In a context where contemporary crises profoundly reshape the organization of work, qualitative research plays a crucial role in revealing and questioning the dominant narratives that structure lived experiences. This study examines how bore-out is socially constructed as an individual rather than organizational responsibility. This framing is not limited to common sense: scientific research itself has historically contributed to the individualization of boredom at work, thereby obscuring its systemic and organizational dimensions. Drawing on an online testimony describing a bore-out experience shared on a social media platform in 2023, 574 comments were collected and analyzed using IRaMuTeQ and the Reinert method. Lexical analysis revealed two main discursive regimes: a minority empathic register (22.4%) and a dominant hostile register (77.6%) centered on blame, individualization of suffering, and social judgments. These discourses frequently included sexist and ageist undertones, illustrating collective resistances to recognizing bore-out as a systemic phenomenon and reinforcing social inequalities while silencing those affected. The analysis highlights how moral, economic, and meritocratic narratives maintain dominant frameworks and constrain alternative interpretations. By making these mechanisms visible, qualitative research can destabilize established dominant explanatory frameworks and open alternative interpretive spaces. Such reflexivity highlights the ethical and political responsibility of researchers in producing knowledge that can challenge individualizing narratives and promote social transformation.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Oral presentation

Comparative Reflective Thematic Analysis (CRTA): Extending Thematic Analysis to Comparative Qualitative Studies

BANDEL J. [1], *SOROKO E.* [1]

[1] *Adam Mickiewicz University, Poznań, Poland*

Keywords: reflexive thematic analysis, comparative analysis, narrative approach

In qualitative research, there is increasing interest in comparing qualitative data obtained from different participant groups. However, the literature still lacks a clearly defined procedure for conducting such comparative analyses and ensuring analytic rigor. To address this gap, we developed an original technique of analysis—comparative reflexive thematic analysis (CRTA). It extends Braun and Clarke's reflexive thematic analysis by adding a systematic comparative component that allows for interpretation of differences and similarities in experiences of participants from different groups.

Twelve semi-structured, in-depth interviews were conducted to explore middle-adulthood participants' experiences of care for younger generations. Six participants represented higher levels of personality organization, and six—borderline organization. The aim of the study was to compare the experiences of these two groups. The narratives were analyzed using CRTA with support from MAXQDA software. The analytic steps included: (a) familiarization with the full dataset; (b) coding of all interviews in a way that allowed distinguishing codes derived from each group; (c) initial generation of themes using the complete set of codes; (d) refinement and verification of themes while simultaneously analyzing the extent to which themes were based on codes from the two groups; (e) detailed description and naming of themes; and (f) producing the report.

Five themes were generated, each reflecting distinct ways participants from the two groups experienced and narrated generative concern. The presentation will outline the structure and logic of CRTA, illustrate its application with examples from the study, and discuss methodological challenges and strategies for maintaining analytic rigor.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Oral presentation

Attitudes Toward Insect Consumption in Costa Rica

FALLAS P. [1], *QUIRÓS-RAMÍREZ A.* [1]

[1] *Universidad de Costa Rica, San José, Costa Rica*

Keywords: Attitudes, Insect consumption, Costa Rica

Attitudes Toward Insect Consumption in Costa Rica

Research on insect consumption in Costa Rica is relatively new. Recently, insect-based products have been included as innovations in the Costa Rican market. From a consumer perspective, there is little knowledge about this possibility, considering the possible motivations, but also the barriers that may exist to this possibility in the diet. The results presented in this paper show an exploratory and comprehensive approach to the attitudes of Costa Ricans toward integrating insect-based foods into their diet. Overall, a clear and characteristic pattern was found that shows a resistance to including this consumption in their daily diet. From a methodological perspective, the work involved case studies, in-depth interviews, elicitation techniques, and observational analysis of participants' behavior regarding attributes that motivated rejection, such as movement, texture, dirty appearance, and taste. The sample consisted of 12 people aged between 25 and 45, all Costa Ricans, residents of the Greater Metropolitan Area of Costa Rica.

Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Oral presentation

Citizen Pathways as Cultural Processes: A Dialogical and Semiotic Approach to School–Community Collaboration

MOLINA M. [1]

[1] *Universidad del Desarrollo, Santiago, Chile*

Keywords: Dialogical processes, Semiotic–cultural methodology, Situated agency

This study examines citizen pathways as cultural phenomena that shape development and learning through dialogical interactions among schools, families, and communities. It explores how these exchanges enable boundary-crossing between diverse social groups while addressing identity needs and belonging, conceptualising territory as a cultural medium where educational systems and communities co-evolve.

The methodology adopts a qualitative and semiotic cultural perspective through a participatory design. The project implements school–community mapping to identify cultural and heritage resources, intergenerational tensions, and opportunities for collaboration, integrating the involvement of representative committees, intergenerational territorial walks, and narrative–semiotic microprocess analysis.

The semiotic analysis focuses on communicative interactions mediated by language as a cultural tool regulating meaning-making. Micro-process analysis highlights situated agency and dialogical sequences where meaning emerges through tension, ambivalence, and multivalent symbolic constructions. These findings show how dialogical learning processes foster active citizenship, social innovation, and relational well-being within culturally grounded educational contexts.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Oral presentation

Moving through physical (migrant) and virtual (social media) worlds: Forum Theatre as articulation and activism

VEALE A. [1]

[1] *University College Cork, Co Cork, Ireland*

Keywords: Forum theatre, embodied knowing, activism

As people move through physical (migration) and virtual worlds (social media), their experience is shaped by infrastructures that are often invisible, until there is breakdown. By infrastructure, we do not mean substrates or things, but rather norms, conventions of practice, standards and so on, which becomes infrastructure through use. We present Forum Theatre across multiple research projects. In a new country, migrant mothers come to know, implicitly then explicitly, within the intimacy of their parenting, the often racialised child protection infrastructure that includes laws, institutions and social practices which govern parenting. Online, parents and children globally grapple with engagement-based algorithms which shape experience in worst instances amplifying hate and distress, out of sight of its virtual inhabitants. Forum Theatre addresses methodological challenges in research, to make visible the parts of these infrastructures that are taken into the self and become constituent of self. In this process, Forum Theatre offers a means to explore the space between what may be known but is as yet, unsymbolised and unarticulated. Through three Forum Theatre projects, we demonstrate methodological ways of representing racialised oppression and, in the workshop space, resources and routes to resistance, action and repair are brought into embodied knowing. Forum Theatre as living activism can make visible infrastructural hegemonies, articulate and deliver interventions for both individual and collective action. The performative output is 'world-building,' giving direction to agency and enabling us to think otherwise, to change the story, in transformative, future oriented ways.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Oral presentation

Exploring and improving medical students' capacity to provide autism-aware care

SMITH L. [1], LOCKWOOD N. [1], DE VISSER R. [1]

[1] Primary Care & Public Health, Brighton & Sussex Medical School, Falmer, United Kingdom

Keywords: autism, healthcare, medical education

Autism is a lifelong neurodevelopmental condition characterised by differences in social communication, sensory sensitivities, and tolerance of uncertainty and novelty. Autistic people have poorer physical and psychological wellbeing when compared to the general population. Experiences are often further complicated by the stigma often associated with autism, and by healthcare professionals' lack of understanding of autistic patients' needs. As a result, autistic people report higher levels of unmet physical and mental health needs, and there is often a stark mismatch between their mental health needs and the availability of accessible and acceptable health care.

The aim of our research was to explore medical students' autism-related knowledge and attitudes, and their confidence and capacity to meet the health needs of autistic patients. In-depth individual interviews were conducted with fourth- and fifth-year medical students to explore these topics. One focus was their experiences of autism-specific education, including 'Time for autism', which is designed to help students understand what it is like to be autistic and to care for an autistic child. Anonymised transcripts were analysed using Reflexive Thematic Analysis.

The findings highlight a need to improve medical students' knowledge and attitudes related to autistic patients. There is also a need to increase their capacity and confidence to provide autism-aware care through tailored educational programmes. These finding resonate with -and expand on - the small existing body of research in this area.



Wednesday 8th July 2026, 15:40 - 16:40, Central Courtyard, Oral presentation

HYPNO-SCROLLING-TIKTOK

PEDICONI M. [1], *BRUNORI M.* [1], *MASCINI G.* [1]

[1] *Urbino University, Urbino, Italy*

Keywords: TikTok, fascination factors, alienation

This qualitative study explores the increasingly common habit among adolescents of hypnotically scrolling through TikTok, a phenomenon we refer to as 'hypno-scrolling', and its effect on users' sense of detachment from the outside world. Specifically, it examines the links between this habit and the factors that make the platform so appealing, as well as the feelings of alienation it can induce. To better understand dynamics between adolescents' normative dissociation and TikTok fascination, a qualitative questionnaire constructed ad hoc was submitted to 174 secondary school students with a mean age of 14.74 years (σ=.788). The analysis showed that "Engagement and fun" appears to be the predominant factor in terms of users' preference for TikTok, followed by "Easy switching between videos", "Easy to active use", "Attractive content suggested by TikTok", and finally "Popularity". Under the immersive platform spell, over half of the participants reported being unable to exit TikTok when they wanted to, and nearly half of sample experienced a sense of detachment in using the app. From a psychodynamic point of view, results demonstrated that scrolling becomes hypnotic when linked to the pleasure of fun and entertainment, falling in a normative dissociation: conditioned by the algorithm subjects find themselves becoming alienated by a spell that keeps them glued to the screen. The analysis and qualitative interpretation of adolescents' digital habits can contribute to a greater understanding of the effects of the digital world on the experiences of the younger generations.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 040, Oral presentation

Negotiations of employability in career counselling for international students

NORTIO E. [1]

[1] *University of Helsinki, Helsinki, Finland*

Keywords: International students, career counselling, discursive psychology

In public discourse, international students are often portrayed as ideal immigrants who are expected to contribute to their host society by gaining employment after graduation. Despite these expectations, recent research has shown that international students face challenges in securing jobs that align with their education and expertise. One proposed solution to this issue is career counselling, which refers to institutional interaction aimed at enhancing the employability of the counsellee.

In this presentation, I will discuss preliminary findings from a study examining career counselling for international higher education students in Finland. The data for this study is being generated during the autumn of 2025 in two higher education institutions and consists of 5–10 recorded counselling sessions. These sessions are analysed from the perspective of (critical) discursive psychology.

The central question of the presentation is: What kinds of negotiations and meaning-making processes are involved in international students' employability or career development in the context of career counselling?

This study is part of the SPIN project (Self-modification promotion in institutional interaction: A relational perspective to contested expertise), which explores work-related interaction practices across various professional contexts.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 040, Oral presentation

Making it Work: Critical Incidents in Youth Employment

ARTHUR N. [1]

[1] *University Of South Australia, Adelaide, Australia*

Keywords: Critical incident technique, youth, employment

Recruiting youth (ages 18–24) is essential for workforce planning, particularly in industries facing acute labour shortages such as construction. Yet recruitment alone is insufficient; effective workplace integration and sustained engagement are key to ensuring meaningful employment experiences. This study used the Critical Incident Technique (CIT) to investigate the influences in employment contexts for youth to "start and stay" in employment, as well as risks for attrition.

CIT has evolved into a robust qualitative research approach that foregrounds participants' meaning-making from key experiences. Events are deemed "critical" when recalled by individuals as significant or transformative in shaping their behaviour and outcomes.

This presentation highlights advances in the use of CIT to explore contemporary workforce challenges in hiring and retaining youth and examines its strengths and limitations as a qualitative method. Drawing on youths' accounts of their first-year employment experiences, the study identified perceived enablers and barriers to retention, including workplace culture, supervision, learning opportunities, and values alignment. By giving voice to youth perspectives, this research deepens understanding of the emotional and contextual dimensions of their employment experiences. The discussion also considers methodological implications for enhancing CIT in future qualitative research.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 040, Oral presentation

When one does not know what to do: epistemic challenge in career counselling

NISKA M. [1], *PAANASALO M.* [1]

[1] *University of Helsinki, Helsinki, Finland*

Keywords: Applied Conversation Analysis, Career Counselling, Working Alliance

Students attend career counselling with a wide range of problems. However, one typical problem is that they "do not know what to do in the future". This type of help-seeking poses an epistemic challenge to career counsellors. When students and graduates turn to career counsellors for help, they position counsellors as knowing and themselves as unknowing. But only students and graduates themselves can know what their strengths are or what they want from work. Since career counsellors cannot provide a clear solution to the problem, they need to reformulate the original problem into a working problem for which it is also possible to find solutions. In this study, we examine naturally occurring career counselling discussions and ways in which career counsellors deal with the epistemically challenging "I do not know what to do in the future" problem. The data we use consist of 22 recorded career counselling meetings that took place on a Finnish university campus. Analysis is based on principles of applied conversation analysis. The study shows that counsellors have two ways of addressing the problem in ways that allow them to maintain their agentic expertise position and promote their clients' agency. However, the study also demonstrates how students may end up resisting counsellors' proposals, which threatens the working alliance between the counsellor and the client. An example of such a "deviant case" is discussed in the presentation.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 040, Oral presentation

Perceived Personality: Assessing Applicants' Personality in Recruitment Interviews

AHOPELTO T. [1]

[1] *Tampere University, Tampere, Finland*

Keywords: personality, assessment, noticings

Psychological knowledge is increasingly applied in recruitment interviews. In these settings, psychologists take part in selection and assessment processes to evaluate applicants' personalities and their suitability for specific positions and teams. Although personality assessments (tests and assessment interviews) have been widely studied, less is known about how assessments of personality unfold in real-life interaction.

This presentation focuses on interactional moments in which applicants' earlier self-descriptions contrast with psychologists' real-time observations of their conduct in recruitment interviews. I examine how such moments are produced and managed. Drawing on 21 video-recorded recruitment interviews and employing tools from Conversation Analysis and Discursive Psychology, the study shows how recruiters use noticings to evaluate the consistency between applicants' self-descriptions, personality test results, and observable behavior during the interview.

These noticings, framed as either concordant or discrepant, reveal an underlying orientation to the possibility that applicants may not be entirely genuine or truthful. The suggestion that an applicant might be managing impressions or selectively presenting aspects of their personality generates notable interactional tension. Noticings thus place applicants in a position in which they must actively demonstrate the genuineness of their self-descriptions particularly in light of observed behavior or its absence to establish trust. To maintain coherence and avoid challenging recruiters' epistemic authority, applicants either take ownership of the observations or subtly resist them. The findings highlight noticings as a powerful interactional resource for shaping what counts as credible and truthful accounts of personality.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 035, Oral presentation

Living without a driving license: conflicts, social norms and distinctions in a car-normed system

CLEMENTI K. [1], RAMADIER T. [1], BRACHET A. [1], BELTON CHEVALLIER L. [1], BRONNER A. [1], CZERNY E. [1], KORSU E. [1], THÉBERT M. [1]

[1] Université de Strasbourg, 67000 Strasbourg, France

Keywords: Mobility, Car, Biographical approach

In a context where the car remains the dominant mode of transportation, not having a driver's licence can be perceived as a deviation from the norm (Sattlegger & Rau, 2016). "Unlicensed" people therefore face daily pressures that may stem from family expectations as well as from institutional demands—especially in professional settings, during job searches, or even in friendly and leisure-related interactions. Based on a corpus of biographical interviews and cognitive mapping task (approximately 80 interviews, still in progress) conducted in the Paris region and in Alsace, this presentation explores how the lack of a driver's licence is experienced. First, we aim to highlight the variety of social injunctions and expectations that people without a licence encounter. These differ according to participants' social attributes and the various social domains they navigate—family, friends, workplaces, and employment-support organisations—and they shape how individuals narrate their lives and position themselves. Second, we aim to identify the strategies individuals use to locate themselves either within or outside the "unlicensed" category. Some portray the lack of a licence as a hurdle in their life course, a marker of socioeconomic precariousness, or an atypical/marginal trajectory. Others frame their situation as a purposeful distancing or as a source of tension with prevailing mobility norms and values in their social milieu (family, friends, etc.). Moreover, certain life paths are less subject to, or altogether escape, pressure to acquire a driver's licence. These individuals tend to adopt discourses that are more detached from local mobility norms or cultures.

Wednesday 8th July 2026, 17:10 - 18:40, CLI 035, Oral presentation

Narrative Argumentation Analysis on Public Social Media Comments: how the case of the Italian journalist Cecilia Sala triggers Social and Political Identity Construction

MAGIOGLOU T. [1], *COEN S.* [2], *MAGNI G.* [1]

[1] *University of Westminster, London, United Kingdom*
[2] *University of Salford, Manchester, United Kingdom*

Keywords: Narrative Argumentation Analysis, socia media threads, political psychology

The presentation applies a novel methodological approach, Narrative Argumentation Analysis (Magioglou, 2024; forthcoming), to explore how social media users construct political identities. The case of the Italian journalist Cecilia Sala who got arrested in December 2024 in Iran, detained and finally liberated in January 2025 is chosen for the entanglement of different individual social and institutional actors. The case is extremely interesting because it involves, apart from power relations between Italian and Iranian institutional actors, mentions to American influential actors, power relations as well as different cultural narratives.

Three threads of dialogues, corresponding to the three important moments of the case are chosen by the authors: the first on the moment the arrest is announced, the second during the negotiations between the two governments and finally a dialogue after Cecila Sala's liberation and return to Italy. English speaking threads are already analysed and the threads in Italian will be included in the final publication.

By analysing discourses around ethnicity and immigration in the context of political ideological narratives, the study provides insights into the ideological identity construction processes in the digital age. Overall, this paper advances the discourse on identity construction by integrating theoretical frameworks and methodological innovations. It emphasizes the importance of media, language, and social interactions in shaping identities, offering valuable insights for scholars and practitioners interested in the dynamics of identity within national borders.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 035, Oral presentation

Critical theories and qualitative research for studying activism: The example of young people involved in climate action groups.

CORBIN E. [1], *MIEYAA Y.* [1]

[1] *Laboratoire LPS-DT - Université Toulouse Jean Jaurès, Toulouse, France*

Keywords: political and climate activism, young people, critical theories

Contemporary crises are profoundly transforming our societies, particularly affecting young people (Swim et al., 2022). The climate crisis, in particular, is generating psychological consequences (eco-anxiety, depression, etc.), which some young people are attempting to cope with by actively engaging in collective activism for social and climate justice (Corbin, 2025; O'Brien et al., 2018). This communication aims to demonstrate the relevance of using critical theories and qualitative research to explore and understand the psychological and social processes at work among these young activists.

Through an doctoral research on political and climate activism, we demonstrate how critical theories (Wright et al., 2017) enable us to examine the social structures and power relations that shape young people's trajectories and identities. We highlight the importance of qualitative methods, particularly biographical ones (Delory-Momberger, 2019), in understanding the life experiences of these young people, who are often marginalised or silenced, and in providing an in-depth understanding of the psychological and social dynamics of their trajectories.

In this sense, we advocate for research that considers participants as agents of their own development and social change, and that positions itself as a voice for justice and empowerment. This communication explores the psychosocial processes linked to activism in a crisis context, while highlighting the ethical and epistemological issues relating to qualitative research. It highlights the crucial role of researchers in the circulation of knowledge, through supporting young people and raising awareness of their experiences, in order to better inform and support the social actors who work with them.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 035, Oral presentation

Narratives of home and belonging among second-generation migrant young adults in Ireland

MOLONEY D. [1], *SCULLY M.* [1]

[1] *Mary Immaculate College, Limerick, Ireland*

Keywords: identity, migration, belonging

Based on ongoing PhD research, this paper explores how second-generation migrant young adults in Ireland make sense of home and Irishness in their everyday talk. Drawing on Billig's (1987) work on rhetoric, along with Taylor's (2010) narrative identity work, it traces how belonging is negotiated through interaction: how speakers draw on, reproduce, and contest dominant ideas about what it means to be Irish. Interviews were conducted with participants aged 18–30, all born or raised in Ireland to at least one migrant parent. Analysis followed a three-stage process (Tormis et al., 2025) - content, form, and function - to examine both what participants said and what their talk did: the rhetorical and performative work of managing identity and cultural difference.

Findings highlight *home* as deeply relational - tied to people, relationships, and cultural inheritances, yet also shaped by tensions between mobility, conflicting ideas around integration and cultural preservation, and the fragmentation of family life that is often central to migration. *Irishness* meanwhile, emerges as a negotiated and sometimes fragile category. Participants use humour, justifications, and hedging to manage feelings of partial belonging and to resist exclusionary notions of Irishness tied to whiteness, Catholicism, and locality. The study highlights how, for second-generation migrants living in Ireland, belonging is an ongoing accomplishment rather than a settled state, and demonstrates the value of a discursive psychological lens for revealing how ordinary talk reflects and reshapes the cultural boundaries of national identity in contemporary Ireland.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 008, Oral presentation

The Cavalier and the Odd Duck: A thematic analysis of independent therapist-researchers' experiences of creating and publishing their research

MCPHERSON A. [1,2]

[1] *Middlesex University, London, United Kingdom*
[2] *Metanoia Institute, London, United Kingdom*

Keywords: therapist-researchers, Free-Association Narrative interviews (FANI), extended listening guide method (ELG)

The future of counselling and psychotherapy depends on research that explores how and why it transforms lives. Yet in the UK, there are surprisingly few psychotherapy researchers actively carrying this work forward. Forming part of my wider PhD research study, I explore the lived experiences of counsellors and psychotherapists who work outside of academia and are also actively engaged in the creation and publication of research. The intended outcome is to nurture more practising therapists towards engaging in research endeavours. From a qualitative research perspective, I listened closely to the lived experiences of therapists who ventured into research from outside the traditional academic pathways. I interviewed five therapists who shared their stories through Free-Association Narrative Interviews (FANI), allowing their words, silences, and associations to unfold freely. I utilised the Extended Listening Guide Method to individually and thematically analyse these interviews, seeking to hear not only what was said, but the echoes beneath their interviews, the emotions, tensions, and multiple voices that threaded through their narratives. What emerged was a tapestry of voices, both vulnerable and defiant. Multiple resonances rang out: the sense of being somehow different, the spark of belief ignited by chance encounters, the drive to resist conventional wisdom, and above all, a hunger to know more and to be part of shaping psychotherapy's future. In these themes, I glimpsed the psychosocial complexities of holding the dual role of therapist and researcher, as well as the courage it takes to inhabit that space in the UK today.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 008, Oral presentation

Affective Cartography: Exploring Psychologists' Perspectives on Transnational Families in Honduras

BORGES BENTO J. [1], *GEMIGNANI M.* [1]

[1] *Universidad Loyola Andalucía, Seville, Spain*

Keywords: Transnational families, Cartography, Schizoanalysis

In a context of increasing international migration, new forms of family organization emerge, reconfiguring emotional bonds and care practices across borders. These transnational families generate flows of affection, responsibility, and support that challenge the traditional notion of the nuclear family. This study explored how psychologists in a Honduran community perceive and experience transnational families. Using schizoanalytic cartography—a method inspired by Deleuze and Guattari—the research mapped affective flows, care relationships, and desiring assemblages that shape family life beyond physical proximity. Rather than producing static descriptions, this cartography traced movements and transformations of desire and care within family networks. Data were collected through fifteen in-depth interviews and one focus group and analyzed through schizoanalysis to examine how professional discourses articulate desire, social control, and representations of the family. Findings reveal two central dynamics: first, a persistent desire among psychologists to uphold a family model with both parents present, interpreting migration as an affective absence. This view often reflects social expectations rather than children's lived experiences, who may engage in affective deterritorialization and new assemblages of care. Second, migration is often framed negatively, reinforcing a normative ideal of the nuclear family, though alternative, more creative family arrangements also emerge. Through schizoanalytic cartography, these families can be understood as dynamic affective systems, where care and connection are continuously reorganized beyond traditional frameworks.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 008, Oral presentation

Basaglia where are you? Why young scholars still need a Basaglian approach to research in the field of Clinical Psychology

CAMPANELLA E. [1], CAVAZZONI F. [1], VERONESE G. [1]

[1] Department of Human Sciences for Education - University of Milano Bicocca, Milano, Italy

Keywords: critical psychology, deinstitutionalization, social clinics

While the evolution of Basaglia's legacy remains relatively underexplored in contemporary clinical psychology, the current global scenario reveals how his insights on the relationship between mental suffering, institutional power and social inequalities remain profoundly relevant. The progressive defunding of public mental health systems and the rise of privatized care models are again producing exclusion and marginalization—conditions that Basaglia and his collaborators critically denounced decades ago.

This study explores how Basaglian and post-Basaglian practices have evolved and what they can still offer to young scholars and clinicians today. Through qualitative semi-structured interviews with ten Italian psychologists and psychiatrists engaged in critical, community-based, and social-clinic settings, the research applies a reflexive thematic analysis to trace continuities and transformations from 1978 to the present.

Emerging themes include: (1) the role of community in developing mental health interventions, (2) the political dimension of care as a form of resistance, (3) the need for participatory, horizontal research methodologies, and (4) the rediscovery of clinical work as social and political act. Participants highlighted both the erosion of collective and public spaces and the persistence of practices of resistance within the community -such as social clinics-, calling for a renewed critical and political stance among young psychologists. The findings invite a reflection on how Basaglia's thought can still inspire transformative approaches to research and practice in times of increasing precarity and social fragmentation.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 007, Oral presentation

Studying inviting in through the photovoice experience

COSTACURTA M. [1,3], GRASSO M. [3], BETTINSOLI M. [2], TUBERTINI E. [2], PILLON M. [3], GABOARDI M. [2]

[1] Università di Milano, Milano, Italy
[2] Università degli Studi di Padova, Padova, Italy
[3] Centro Antidiscriminazione Maria Silvia Spolato, Padova, Italy

Keywords: photovoice, interviews, LGBTQIA+

The process of coming out represents a fundamental moment in the resocialisation of sexual minorities. Recently, an innovative concept has emerged within the LGBTQIA+ community: that of inviting-in. This approach pmoves the focus from confession to invitation. Rather than "revealing" themselves to an external audience, individuals consciously choose to "invite in" those they consider significant, thus establishing a relationship of trust and reciprocity. This perspective fosters a greater sense of autonomy, empowerment and self-determination.

The study aims to explore generational and identity differences in how people deal with revealing their sexuality. To achieve this objective, the participatory method of photovoice is employed. This combines photography and group discussion, enabling participants to represent and share intimate aspects of their experience. Launched in the spring of 2025, the research involved LGBTQIA+ individuals and allies. The subjects were introduced to the topic of coming out and trained in photographic techniques. Participants were invited to take pictures on the theme of revealing their identity and to choose one to be displayed in the exhibition Coming Out and Inviting In..

During the course of the project, ethnographic observations, focus groups and in-depth interviews were conducted to understand the biographies and meanings attributed to the experience of "inviting". A thorough thematic analysis of the data indicates that perceptions of coming out and inviting in vary across generations and are influenced by individual expectations. The disclosure of sexual identity is therefore a complex, symbolic and relational act of great importance in educational, psychological and professional contexts.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 007, Oral presentation

Cognitive Dissonance Among Cosmetic Consumers: A Photovoice Study

SARI W. [1]

[1] *Universiti Malaya, Kuala Lumpur, Malaysia*

Keywords: Cognitive dissonance, cosmetics, Photovoice

Cognitive dissonance has been widely examined in consumer behavior research; nevertheless, most studies have relied on quantitative and cross-sectional methodologies that miss the complex emotional and identity conflicts implicit in purchasing habits. This study explores how Indonesian cosmetic consumers experience of cognitive dissonance in their everyday routines and purchasing decisions. It further examines how participant-generated visual data reveal the emotional, identity-related, and moral tensions embedded in cosmetic use. The study also investigates the strategies consumers employ to negotiate and cope with these tensions over time, as well as the ways such dissonance varies across different consumer subgroups, including students and working adults. 10 Indonesian female cosmetic customers, ages 18 to 35 were asked to record their daily cosmetic routines and feelings over a three-week period using a photovoice method in alongside photo-elicitation interviews. This sample size ensures adequate information power for comparative visual analysis. To determine the causes, expressions, and solutions of cognitive dissonance in cosmetic use, the visual and narrative data will be examined using thematic and visual narrative analysis. The finding indicate how moral, social, and self-image conflicts that develop over time can cause dissonance beyond basic regret. This study expands theoretical understanding by framing cognitive dissonance as an embodied, emotional, and identity-based process and offers a novel methodological way to examining it through the integration of visual data with narrative inquiry. The results also provide cosmetic brands with managerial guidance on how to deal with consumer ambivalence, authenticity seeking, and emotional reconciliation after a purchase.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 007, Oral presentation

How does (some)body talk about the body? A dual-method analysis of young women's embodied experiences

NIKITOVIC T. [1]

[1] *University of Belgrade, Faculty of Philosophy, Belgrade, Serbia*

Keywords: embodiment, discourse, phenomenology

Starting from a sociocultural perspective, our study examined young women's embodied experiences and everyday practices. Subjectivity within this framework is conceived as a process of co-construction that emerges at the intersection of the sociocultural context and the lived body. However, this perspective encounters limitations when addressing material conditions and the pre-reflective aspects of human experience. To engage empirically with the complexity of embodied experience, we developed a contextually grounded research method that entailed a binocular reading of the material from two complementary theoretical positions – phenomenology and poststructuralism. This multilayered methodological approach enabled us to access a phenomenon conceived as processual, dynamic, and contextually conditioned. We conducted semi-structured interviews with 22 young women from Serbia, aged 18-25. Our findings address the discursive constructions of embodiment – traditional discourses about the female body, specifically, what it means to be a 'real' woman, as well as the neoliberal and postfeminist paradigm of self-transformation, which encompasses both aesthetic and emotional labour. The lived body is examined in the socio-cultural context, focusing on the body as an aesthetic object; the role of others in the objectification of women's bodies; experiences of alienation from the body; pleasurable embodiment; and the dynamic between body as object and body as the subject of experience. We discuss the interrelations between social conditions, representations, and practices, and their effects on female embodiment, with particular attention to the notions of agency and how discrepancies, contradictions, and incoherence in talk reveal possibilities for reflection and resistance within the current sociocultural context.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 007, Oral presentation

Healthy Sexuality: A Qualitative Validation of a New Conceptualisation

ČIERNA A. [1], BIANCHI G. [1]

[1] Slovak Academy of Sciences, Bratislava, Slovakia

Keywords: Healthy sexuality, sexual subjectivity, facilitators and inhibitors

This study elaborates the conceptualisation of healthy sexuality introduced by Bianchi (2020) and Čierna & Bianchi (2024, Subjectivity). Healthy sexuality is understood as an individualised framework encompassing phenomena traditionally subsumed under sexual health (WHO, 2002), while integrating sexual satisfaction, intimacy and their development across the sexual trajectory towards sexual subjectivity. The study aimed to empirically validate this construct by identifying facilitators and inhibitors of healthy sexuality and by mapping patterns of sexual trajectories characterised by differing capacities to achieve a fulfilling and healthy sexual life.

Semi-structured interviews were conducted with ten women and ten men born between 1990 and 1995 who met the following inclusion criteria: heterosexual orientation; experience of at least one long-term romantic relationship (minimum duration two years); sexual experience with multiple partners; and no history of sexual assault. Verbatim transcripts were analysed using thematic analysis, combining inductive and deductive coding, alongside narrative-phenomenological analysis.

The state of balance between identified facilitators and inhibitors made it possible to assess the development of participants' healthy sexuality level along their sexual trajectory, as well as its current level. Three key predictors of movement towards healthier and more satisfying sexuality emerged: (1) the capacity to reflect critically on one's sexual and relational experiences; (2) a sense of personal agency in shaping one's sexual life; and (3) the implementation of intentional, self-directed steps towards change.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 036, Oral presentation

Who Owns the Future? Power, Representation, and Participatory Foresight in Energy Transitions

DE FALCO M. [1], *SARRICA M.* [1]

[1] *University of Rome "La Sapienza", Rome, Italy*

Keywords: Futures, Energy Transition, Imagination

This contribution introduces Representational Backcasting (RB), a participatory method that integrates Social Representations Theory (SRT; Moscovici, 1961) and Critical Futures Studies (CFS; Inayatullah, 2008), extending the "Future Workshops" method (Jungk & Müllert, 1987). RB addresses the sociopsychological gap in CFS, as well as the lack of future-oriented sense-making in SRT.

RB was tested in Italy, Portugal, and Hungary through workshops where participants imagined plausible and desirable energy futures for 2045, then back-casting from their ideal scenarios to present-day seeds of change. This structure elicits how groups hold hegemonic and polemical representations of the energy transition by juxtaposing the probable with the preferrable, and the preferrable with the achievable.

Data are examined through argumentation analysis (Castro & Batel, 2008), tracing how participants justify claims using warrants and shared assumptions. Communicative dynamics, including tendencies toward homogamic communication (Caillaud & Kalampalikis, 2013) during group discussions, are also analysed. To provide an overview of the results, the Toblerone Model (Bauer&Gaskell, 1999) is layered upon the Futures Triangle (Inayatullah, 2023), mapping out projects ascribed to the energy transitions along with the weights of the past, the pulls of the future and the pushes from the present.

RB thus highlights the representational scaffolding that supports or challenges dominant narratives, enabling participants to articulate counter-projects and reframe what is seen as legitimate, feasible, or desirable. Ultimately, RB critiques qualitative traditions that treat temporality as a neutral backdrop, foregrounding time as a symbolic, contested, and constitutive dimension of meaning-making in response to global challenges.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 036, Oral presentation

The Orthodoxy of Rain: Social Representations of Drought Among Moroccan Farmers

TITOUANI MANDRI N. [1], *HAAS V.* [1]

[1] *GRePS - Université Lumière Lyon 2, Lyon, France*

Keywords: Social representations, Drought, Photovoice Methods

Water, essential yet uncertain, is consumed in Morocco by the agricultural sector. Despite drought, waters are overexploited, opposing sustainable practices. This study investigates the social representations of drought among Moroccan farmers, employing a photovoice method to understand their knowledges and lived experiences and observe cognitive polyphasia *in situ*. Using the sociogenetic approach of social representations, we draw on its epistemological principles to explore Moroccan farmers' representations of drought (Haas, 2006; Kalampalikis & Apostolidis, 2016; Gomes et al., 2021; Power et al., 2023).

Conducted on a sample from different agricultural areas of Morocco, this study involved twenty participants. The photovoice method (Nicholson & Awad, 2024; Seitz & Orsini, 2022), included semi-structured interviews with photo taking by the farmers. A methodological “bricolage” that can only be a qualitative grasping of social reality by and with the farmers. Phenomenological and iconographic analysis are in the making.

This “bricolage” allowed by the social representations approach enabled us to grasp a snapshot of and for the world the making of Moroccan farmers dealing with drought. Giving the Farmers the opportunity to be co-constructors during the interviews through photo-taking was an adaptation to the reality of our research field after our exploratory phase. This world reality highlights the need for qualitative, participatory approaches in water research, sustainable natural resources management and contributes to a social psychology aligned with Moscovici’s insights.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 036, Oral presentation

Investigating social change in its making: A qualitative analysis of anti-vegan stigma in Italy

AMICABILE C. [1], *MONTALI L.* [1]

[1] *Department of Psychology, University of Milano-Bicocca, Milano, Italy*

Keywords: Veganism, Stigma, Italy

A growing body of research has demonstrated the prevalence of unfavourable attitudes towards individuals who adhere to a vegan diet and has provided empirical evidence to support the existence of an anti-vegan ideology. The present study aims to contribute to extant knowledge by examining the social perception of veganism and vegans in Italy. Italy is a nation characterised by a traditional culture of food that serves as a significant catalyst for collective identification and national pride. However, the country is experiencing significant changes that are precipitating a diversification of dietary habits and a transformation of the cultural identity of its citizens. A structured interview was administered to 156 participants (85 women) aged 19 to 68. A framework analysis of the interview data yielded three overarching themes: 'Veganism as a deficit', 'Veganism as naturalness', and 'Veganism as a threat'. The analysis demonstrated the pervasive negative perceptions of the vegan diet as a deficiency and a potential threat to cultural identity, alongside a concomitant stigmatisation of individuals who adhere to a vegan diet. This stigmatisation is rooted in the normative perspective of carnism, even in a country whose diet is not meat-centric. Notwithstanding this predominantly negative perception, one of the themes presented in this study offers a positive assessment of veganism, centred on its naturalness. Our analysis illuminates and deepens the multifaceted and somewhat contradictory nature of the social perception of veganism within a context characterised by contrasting features and relevant social changes.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 036, Oral presentation

Understanding food transitions through social representations: The case of legumes in France

BAGCI A. [1], *KALAMPALIKIS N.* [1]

[1] *Université Lumière Lyon 2 / Groupe de Recherche en Psychologie Sociétale (GRePS), Lyon, France*

Keywords: social representations, legumes, food transitions

The widespread commercialization of animal meat has played a significant role in global warming. Legumes represent one of the most promising plant-based alternatives to animal proteins for the development of future food systems. Rich in protein and fiber, and well adapted to diverse climates and soils, legumes offer substantial benefits for both human nutrition and environmental sustainability. In France, the state actively promotes their consumption through national nutrition programs. Adopting a sociogenetic perspective on social representations, our communication will examine the object “legumes”, conceptualized as a tension-laden entity due to its positioning at the intersection of public food policies and everyday eating practices. Preliminary findings from our empirical material (individual interviews (n = 19), focus groups (n = 4) conducted in 2025 and a press national and regional (n = 1,070 articles) corpus) indicate that the French press tends to portray legumes as a technical or scientific object, primarily associated with food engineering. In contrast, our qualitative results reveal that legumes are not perceived as a distinct food category; rather, they are socially anchored within political and cultural contexts as well as in everyday food practices. These results will be discussed in light of the role of qualitative inquiry within social psychology, alongside a critical reflection on the epistemological positioning of this research.

Wednesday 8th July 2026, 17:10 - 18:40, CLI 036, Oral presentation

Agriculture in the Face of Climate Change: A Qualitative Analysis of the Impact of Global Warming on Farmers' Working Conditions

KHATAL Y. [1,2], CASTEL D. [2], ROUAT S. [1]

[1] GRePS, Lyon, France
[2] CRP-CPO, Amiens, France

Keywords: Agricultural Environmental Transition, Working Conditions, Thematic Analysis

This paper examines how the integration of ecological considerations and the adaptation of agricultural practices to climate challenges influence farmers' health and working conditions. Based on a qualitative approach involving 19 semi-structured interviews with French farmers (15 farm owners and 4 employees), the study seeks to understand the psychological, social, and professional effects of these transformations.

The data analysis relies on a qualitative methodology, a relevant choice for capturing the meaning that actors attribute to their experiences (Sarboutin, 2009). The objective is to shed light on how farmers construct representations of their profession and of ecology, as well as on how these environmental and social changes affect their professional experience. The thematic analysis enabled a comprehensive understanding of the phenomenon studied (Paillé & Mucchielli, 2021). Coding followed three stages—open, axial, and selective (Strauss & Corbin, 1990)—allowing for the identification of 19 categories and subcategories.

The integration of quantitative analysis into qualitative data made it possible to measure the frequency and distribution of meaning units, providing a comparative view of the observed convergences and divergences while highlighting the relative weight of each theme (Bouguraev & Kennedy, 1997).

The results show that the ecological transition enhances job satisfaction and professional pride, while also generating tensions related to technical and economic constraints. These dynamics confirm the need for sustainable institutional support that reconciles health, well-being, and environmental imperatives.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 034, Oral presentation

Retinoblastoma survivors' experiences during annual MRI surveillance within the DepISCARRH protocol

DONDIN M. [1,2]

[1] *Institut Curie, Paris, France*
[2] *Université Paris Cité, Paris, France*

Keywords: Retinoblastoma survivors, MRI screening, Second primary tumour

Background: Retinoblastoma (RB) survivors, particularly those with a hereditary form who previously underwent eye/orbit external beam radiation therapy, have an increased risk of developing second primary tumours (SPTs), which are associated with a poor prognosis. The French DepISCARRH study (NCT 03026998) was designed to assess the potential benefit of long-term surveillance using annual head and neck MRI for the early detection and treatment of SPTs between 2017 and 2024. MRI surveillance may involve both positive and negative experiences, which this study aimed to explore.

Methods: A qualitative exploratory study was conducted. Twenty adult survivors were purposively selected - 10 with an SPT detected by MRI during the study, and 10 without - until data saturation was reached. Semi-structured interviews were conducted by a clinical psychologist. Data were analysed using thematic analysis.

Results: Participants' mean age was 32.7 years. Two themes and six subthemes emerged: (1) experience of the DepISCARRH protocol, including (i) RB SPT risk understanding, (ii) transitioning to adulthood, (iii) motivation to participate, and (2) DepISCARRH's emotional experience, including (i) apprehension about MRI results, (ii) self-reassurance provided by surveillance, (iii) parental reassurance.

Conclusion: The DepISCARRH protocol was generally well accepted, providing a significant sense of reassurance and emotional security for both survivors and their parents, despite some short-term stress related to MRI outcomes. These findings highlight the importance of clear communication when implementing such a surveillance program.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 034, Oral presentation

Mindfulness beyond secularization: Beliefs across meditators and non-meditators reflect a consensus on personal development over health and spirituality

CHACHIGNON P. [1], LE BARBENCHON E. [1], DANTZER C. [2], DANY L. [1]

[1] Aix-Marseille Université, Laboratoire de psychologie sociale, Aix-en-Provence, France
[2] Université de Bordeaux, LabPsy U.R., Bordeaux, France

Keywords: mindfulness, beliefs, health

Background

Mindfulness meditation (MM), originating from spiritual traditions but widely promoted as a secular and beneficial practice, is increasingly debated due to potential adverse effects, ethical concerns, and its ties with neoliberal imperatives, challenging its image as a universal remedy. Beliefs about MM strongly influence its reception, usage, and effects but remain understudied, especially in comparing meditators and non-meditators. Understanding these beliefs is key to clarifying how lay perceptions align or diverge from scientific frameworks and to grasp individuals' expectations and motivations, notably in clinical contexts.

Objective
This study explored the content of beliefs about MM, identified missing elements, and compared meditators' and non-meditators' beliefs. Associations with sociodemographic, motivational, health, and psychological variables were examined. Methods 167 participants (105 meditators) completed an online survey producing five words linked to MM, rated for valence, plus questionnaires on motivation, beliefs, and personal characteristics.

Results
[8]17 free associations were collected; 65% were positive. Hierarchical classification identified five belief categories: "Body-based Relaxation," "Stereotyped Descriptions," "Psychological and Affective Well-Being," "Focus on Inner-Self," and "Experience of MM." Four categories were shared by both groups, with meditators showing more precise, experiential understanding. Beliefs varied with sociodemographic, health, and psychological factors. Core aspects in MM such as health or spirituality was not integrated into the beliefs about MM.

Conclusions

Findings emphasize MM as a self-regulatory and personal development tool shaped by social, psychological and behavioural factors. Recognizing both current and potential MM users' beliefs can improve tailoring of mindfulness interventions.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 034, Oral presentation

Couple's end-of-life conversations: Insights from expert interviews on challenges and opportunities as a basis to develop a tailored communication aid

WEITKAMP K. [1], *WOHLER C.* [2]

[1] *University of Zurich, 8050, Switzerland*
[2] *Zurich University of Applied Sciences, Zurich, Switzerland*

Keywords: Expert interviews, intimate relationships, end-of-life communication

Often, during the palliative phase of terminal illness, conversations about important topics between patients and their intimate partners are difficult to initiate and sustain. However, when conversations do occur, these are frequently experienced as a relief and stress-reducing for all people involved. The aim of this study was to examine how communication at the end of life within intimate partnerships occurs from the perspective of palliative care experts, with the goal of establishing a scientific foundation for the development of a couple-specific communication aid to help couples finding entry points for meaningful conversations. We carried out semi-structured interviews with ten experts from various palliative care fields. Interviews were audio-recorded and transcribed verbatim. Data analysis was based on Thematic Analysis by Braun and Clarke (2006). The results show that couples at the end of life are confronted with a variety of communication challenges. These include stressful situations, protective buffering, avoidance of certain topics, unspoken needs, previous promises that cannot be kept and unresolved issues in the relationship. These challenges are often characterised by complex areas of tension, between openness and consideration, acceptance and rejection, and silence and expression. On the other hand, non-verbal communication, resource orientation, positivity, humour, honesty, clarity, openness and individually tailored communication were deemed beneficial. The findings provide a theoretical and practical basis for the development of a couple-specific communication aid and contribute to positive final conversations.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 034, Oral presentation

Restoring patients' sense of agency in audiology with the help of classic Grounded Theory

DAUMAN N. [1], *ERLANDSSON S.* [2]

[1] *Université de Poitiers, Poitiers, France*
[2] *University West, Trollhättan, Sweden*

Keywords: Grounded Theory, Empowerment, Chronic suffering

When Grounded Theory was introduced, it was assumed that research should contribute to producing practical knowledge based on the participants' concerns and interests, in contrast to purely academic questions that may be far removed from the experiences of people involved in the field (Glaser & Strauss, 1967; Glaser, 1998). The theory's so-called core category, based on continuous comparisons of observations in memo-writing, aims to understand the conditions under which these observations vary. This kind of data analysis makes it possible to implement measures that meet the needs of the participants. By creating a model that includes those variations in participants' statements, it becomes possible to discover and clarify strategies among individuals who are able to better manage their problems, which then might be used as a resource for those who are in a worse starting position. In this way, studies with Grounded Theory offer a scientific contribution to increased empowerment for those in need of guidance and/or psychotherapy. Based on our own research and clinical practice in audiology, we wish to illustrate the implications of classic Grounded Theory (Holton & Walsh 2017; Scott 2025) for understanding and empowering patients suffering from tinnitus (ringing in the ears) and hyperacusis (reduced sound tolerance) at a deeper level. In particular, we will consider how perceptions of time, self and intrusive bodily sensations influence individual choices in relation to chronic suffering.



Wednesday 8th July 2026, 17:10 - 18:40, CLI 034, Oral presentation

How do French oncologists and ophtalmologists communicate results of genomic testing and its prognostic impact on uveal melanoma patients? Results of a qualitative study.

MÜLLER A. [1,2], VAFLARD P. [3], MAMZER M. [4,5], CASSOUX N. [7,8,9], BRÉDART A. [1,2], RODRIGUES M. [3,9], DOLBEAULT S. [1,10]

[1] Institut Curie, Psycho-Oncology and Social Service, Supportive Care Department; SHARE Curie, PSL Research University, Paris, France
[2] Université Paris Cité, Laboratoire de Psychopathologie et Processus de Santé, Boulogne-Billancourt, France
[3] Medical Oncology Departement, Institut Curie, PSL Research University, Paris, France
[4] Centre de Recherche des Cordeliers, INSERM, Sorbonne université, Université Paris Cité, Équipe ETRES, Paris, France
[5] Unité d'éthique médicale. Hôpital Necker Enfants Malades, DMU PRIME, APHP Centre, Paris, France
[6] Department of Ocular Oncology, Institut Curie, PSL Research University, Paris, France
[7] Cell Biology and Cancer Unit, Institut Curie, PSL Research University, CNRS UMR144, Paris, France
[8] UFR de Médecine, Paris Cité University, Paris, France
[9] INSERM U1339/UMR 3666, Institut Curie, PSL Research University, Paris, France

[10] Research Centre in Epidemiology and Population Health (CESP), INSERM, U1018, University Paris-Sud, U1018, Villejuif, France

Keywords: genomic testing, prognosis, doctor-patient communication

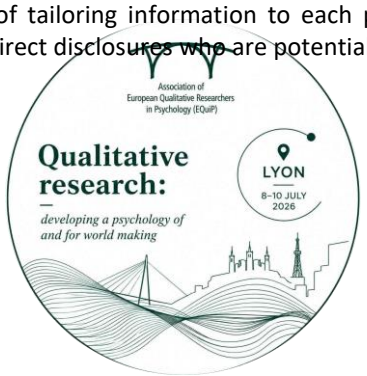
Background: Uveal melanoma (UM) is a rare intraocular tumor, with approximately one-third of patients developing metastatic disease, most often in the liver, which is associated with a poor short-term prognosis. In UM, both clinical and genomic prognostication are possible, supporting the recommendation of intensive MRI surveillance when estimates indicate a high risk of recurrence. Doctor-patient communication in this context is particularly complex, as physicians face the ethical dilemma of whether, and how, to inform patients about a potentially severe prognosis.

Objective: This qualitative study explores the experiences and perceptions of oncologists and ophthalmologists from a national reference center for uveal melanoma treatment regarding the communication of prognostic information to their patients.

Method: Semi-structured interviews were conducted with the two oncologists and four onco-ophthalmologists specialized in the management of UM in that center. The interviews were transcribed, anonymized, and thematically analyzed.

Results: Five key themes emerged from the analysis: (a) limited questioning from patients, (b) communication about recurrence risk, (c) managing uncertainty, (d) maintaining hope, and (e) emotional impact on physicians.

Conclusion: Communicating prognostic information in UM care entails significant ethical considerations. Physicians highlight the importance of tailoring information to each patient's needs and timing, striving to maintain hope while avoiding overly direct disclosures who are potentially too distressing.



Thursday 9th July 2026, 8:30 - 10:10, CLI 040, Oral presentation

From practice to theory & vice versa: circulation and co-construction of knowledge between farmer-bakers and researchers

MASSON E. [1,2]

[1] *Sorbonne Nouvelle, PARIS, France*
[2] *IRMECCEN, Paris, France*

Keywords: socialpsychology, knowledge co-construction, collaborative research

This presentation explores the dynamics of knowledge co-construction within a collaborative research project bringing together biologists, psychosociologists, and farmer-bakers working with naturally leavened bread. Drawing on this interdisciplinary and inter-professional field, it examines how experiential knowledge related to working with the living and bread-making practices transforms scientific understanding—not only by inspiring new research hypotheses but also by contributing to the redefinition of key scientific concepts (Masson, 2024).

This encounter between heterogeneous worlds of knowledge required a sustained effort of mutual understanding, opening a dialogical space (Markova, 20where meanings are negotiated and shared. The collective creation of a lexicon compiling co-defined terms illustrates this ongoing search for a common language that resonates with all participants (Roussel & al. 2020). Rather than a mere translation between discursive registers, this process represents a genuine co-production of knowledge in which science is nourished by experience and experience is reshaped by theoretical engagement (Masterson et al., 2024).

By examining the conditions and effects of this circulation of knowledge—from everyday practice to the scientific sphere and back—this presentation highlights the epistemological, methodological, and political implications of truly collaborative research, where the production of knowledge becomes a collective act of world-making and shared inquiry.



Thursday 9th July 2026, 8:30 - 10:10, CLI 040, Oral presentation

Field study in everyday life contexts as an opportunity to grasp the perceptions of individuals

LAGASSE M. [1]

[1] *Université Libre de Bruxelles, Brussels, Belgium*

Keywords: Field study, everyday life contexts, stimulated recall technique

This presentation addresses the benefits of field surveys in everyday life contexts to study the perceptions and representations of individuals related to diverse societal topics. Facing the replicability crisis, psychology seeks renewed methods to increase the credibility and real-world applicability of its research (Hofmann & Grigoryan, 2023).

To this end, I interview participants on their situated experience in real-life environments. My methodology relies on three psychologists' interview methods : the stimulated recall (Bloom, 1953), the explicitation (Vermersch, 1990) and the personal constructs theory (Kelly, 1955). Based on them, the survey is conducted on-site to record a point-of-view video of their experience. Afterwards the participant is re-situated via the video and invited to describe, sequence by sequence, their thoughts, feelings and actions. This field-based method allows to limit several biases (e.g. memory biases, Hawthorn effect) and to improve the external validity of the study (e.g. Larson & Csikszentmihalyi, 2014).

Other advantages are illustrated through the MOOVA project, aiming to encourage sustainable consumption and social valorisation of ordinary antiques (OA) – i.e. everyday old objects in the second-hand market. A field study was conducted in an antique store in Brussels to understand how Generation Z perceives and values OA encountered in a real-life context. This research required to reach various young adults from antique enthusiasts to low-engaged profiles. The on-site and snowball recruitment helped attract a wide range of participants, including "uninterested" individuals. Moreover, the interview method, by focusing on their in-situ experience, encourages them to elaborate on objects they usually overlook.



Thursday 9th July 2026, 8:30 - 10:10, CLI 040, Oral presentation

Researching the body in Social Psychology: Theoretical and Methodological Approaches

PANAGIOTOU E. [1], *KADIANAKI I.* [1]

[1] *University of Cyprus, Nicosia, Cyprus*

Keywords: embodiment, non-verbal methods, meaning-making

Bodily experience such as sensory experiences, interactions with the social and material world and body practises, they constitute the basis of our experience of the world and meaning-making (Gillespie & Zittoun, 2013). Nevertheless, sociopsychological research often neglects the role of the body in the study of meaning-making and identity processes (Brown et al., 2011; Wagner, 2017). Consequently, the field is insufficiently developed theoretically and methodologically regarding embodiment (Radley, 1998). The above limitation further relates to the hyper-dependence on verbal data observed within the qualitative paradigm (Pink, 2011; Willig, 2022). Existing research from a range of fields within social sciences (a) foregrounds that a research focus on embodiment provides new understandings of the phenomena under study (see Jodelet, 1991; Tarr et al., 2018) and (b) deepens our existing understandings of phenomena by studying the embodied processes and practices that shape them (see Howarth, 2006; Durrheim & Dixon, 2005; Shaker et al., 2022). Despite of the above, sociopsychological theories and methods have not yet overcome the cartesian mind-body dualism while relevant methodological innovations are often non-accompanied by theoretical development (Brown et al., 2011; Willig, 2022). This presentation reviews literature with theoretical and methodological propositions on the topic (e.g., O'Connor, 2017; Pink, 2009) and links these with empirical examples from an ongoing study on self-understanding through embodied practices and discourse. The examples underscore the potential for theoretical and methodological development in sociocultural psychology regarding the body as a medium of meaning-making.



Thursday 9th July 2026, 8:30 - 10:10, CLI 040, Oral presentation

Exploring what cannot be said: Methodological challenges and specificities in the study of conflictual themes. The case of post-Francoist Spain

MOREY-LEVIEILS N. [1], *HAAS V.* [1]

[1] *GRePS, 69676 Bron cedex, France*

Keywords: Collective memory, Francoism, Methodological Challenges

How can we, as researchers, address the unspeakable?
This presentation reflects on the methodological challenges encountered in a qualitative study on the memory of Francoism in Spain, based on interviews conducted with Spanish participants. Focusing on the public and personal discourses surrounding the exhumation of Francisco Franco, it examines the conditions and implications of conducting fieldwork in a context still shaped by the weight of a dictatorial past, family traumas, and the "pact of silence" established during the democratic transition.
We will present how the research was designed and implemented in this sensitive setting: from constructing an interview guide that allowed the topic to emerge naturally, to conducting and analyzing the interviews. Particular attention will be given to the interpersonal tensions that arose during these encounters expressed through laughter, pauses, silences, or whispered words as meaningful markers of discomfort and resistance.
A reflexive analysis of our own posture and emotions further deepened the understanding of these social and memorial dynamics, positioning the interviewer as part of the very social environment being explored.
Attention to what is said and to what remains unsaid thus appears essential to grasp how collective memory operates and how it is resisted.
By addressing these questions, this communication contributes to a broader reflection on the practice of qualitative research in politically and emotionally charged contexts.



Thursday 9th July 2026, 8:30 - 10:10, CLI 040, Oral presentation

Qualitative Research in Social Psychology: A Methodological and Epistemological Lever

MOULIN A. [1,2], *LEROY T.* [1,2], *PRÉAU M.* [1,2]

[1] *Université Lumière Lyon 2, Bron, France*
[2] *INSERM/UCBL Unité 1290 RESHAPE, Lyon, France*

Keywords: Immersion, dialogue, reflexivity

In social psychology, qualitative methods offer the possibility of finely exploring and contextualising lived experiences, social practices, and the meaning individuals ascribe to them (Mucchielli, 2007). They thus constitute the privileged tools of a comprehensive approach to phenomena of interest, preceding and informing a subsequent confirmatory process grounded in quantitative designs (Aubin-Auger et al., 2008). Furthermore, they allow research and its stakes to be conceived through a dialogic process between researchers and participants. It is within this epistemological perspective that we initiated a project examining collective adaptation to threats among firefighters. The project was established following an initial consultation phase with several senior officers of the SDMIS, with the aim of articulating scientific requirements with the operational realities of the field, thereby ensuring the relevance of the study and its appropriation by the firefighters themselves. This phase was followed by an immersion period within a fire station, during which ethnographic observations and informal exchanges with professionals were conducted. This initial approach facilitated the development of a climate of trust — an essential condition for gaining access to situated accounts. The circulation of data underscores the paramount value of a discipline attentive to the field: rendering research a resource for the practitioners involved. In conclusion, the comprehensive approach and the use of qualitative tools prove to be both a methodological step and an indispensable epistemological and reflexive instrument for contextualising, enriching, and making sense of research in psychology.



Thursday 9th July 2026, 8:30 - 10:10, CLI 035, Oral presentation

Capturing the In-Between: Dyadic Analysis of Relational Processes in Clinical Supervision

IRIS Z. [1], *YOCHAY N.* [1]

[1] *School of Social Work, Hebrew University of Jerusalem, Jerusalem, Israel*

Keywords: dyadic analysis, constructivist grounded theory, interpersonal processes

This presentation introduces dyadic analysis as a methodological approach for exploring interpersonal processes in qualitative psychology. Dyadic analysis focuses on examining how relationships are co-constructed by integrating the perspectives of both participants in a dyad, thus enabling researchers to capture not only the content of experience but also the processes through which meaning is negotiated and transformed (Eisikovits & Koren, 2010). In times of global uncertainty and transformation, such a methodological lens offers psychology new ways of understanding relational dynamics as sites of world-making.

The study employed a constructivist grounded theory methodology (Charmaz, 2014; Levitt, 2021) and utilized separate interviews with each member of a dyad, followed by integrative comparative analysis. This approach allows the identification of both convergences and divergences across accounts, thereby revealing relational patterns that may remain invisible when analyzing narratives individually.

To illustrate this methodology, the presentation will draw on a case study from our research project on clinical supervision, focusing on a pivotal rupture-and-repair sequence. Tracing this moment from both perspectives demonstrates how early interactions shape the trajectory of a working alliance and highlights the mechanisms through which communication, attachment orientations, power relations, and contextual factors construct the supervisory alliance.

Beyond this specific field, dyadic analysis offers qualitative researchers a methodological tool for studying interpersonal phenomena in psychology, from therapy and education to family and community relations. By foregrounding the co-construction of meaning and engaging with questions of relational ethics, this approach contributes to developing a psychology that is reflexive, relational, and ethically attuned.



Thursday 9th July 2026, 8:30 - 10:10, CLI 035, Oral presentation

Teachers' conceptions of neutrality when teaching socially divisive issues: insights from Croatian Context

RISTIC DEDIC Z. [1], *JOKIC B.* [1], *KAVAIN V.* [1]

[1] *Institute for Social Research in Zagreb, Zagreb, Croatia*

Keywords: neutrality, socially divisive issues, upper secondary education

Contemporary approaches to democratic education of young people advocate for the cultivation of brave spaces where courage is emphasized over comfort, and all participants in the process of teaching and learning are invited to articulate their authentic positions. However, existing research indicates that teachers often conceptualise neutrality as an educational ideal. This exploratory study investigates teachers' perspectives on maintaining neutrality when addressing socially divisive issues that generate disagreement among people and potentially lead to social conflict. The data were collected within the international project T-AP 2023 "Learning Amidst Disinformation and Social Conflict: Young People and Teachers Co-Constructing Curriculum through Transnational Dialogue", with this paper focusing on the Croatian dataset. The study involved three upper secondary schools selected through a maximum variation sampling strategy. Data were gathered via seven semi-structured individual interviews with teachers engaged in the co-construction of teaching and learning scenarios with researchers and students. Teachers' conceptions of the desirable teacher position were examined through the recommendations they would give to novice teachers. The interviews were audio-recorded, transcribed, and analyzed using reflexive thematic analysis that combined inductive and deductive coding approaches. Findings indicate a dominant teacher inclination toward neutrality, perceived as a strategy to prevent the imposition of personal viewpoints and to sustain balanced classroom discussions. Additionally, neutrality was associated with safeguarding professional integrity and minimising potential criticism from parents and school authorities. The paper critically examines how realistic, ethical, and pedagogically desirable the stance of neutrality is within the democratic education framework.



Thursday 9th July 2026, 8:30 - 10:10, CLI 035, Oral presentation

Me, Myself, and I – Students‘ Development of I-Positions in Their Descriptions of Their Disciplines

SCHMÖCKEL S. [1]

[1] *Paderborn University, Paderborn, Germany*

Keywords: Enculturation processes, Dialogical Self Theory, Puzzling Moments in a Disciplinary Culture

For students, it can often be difficult to see and understand, let alone communicate, how their discipline at university functions. But, if we continuously worked in interdisciplinary contexts and if we were to explicitly communicate how we learned and worked, would that foster students' understanding of their disciplines? Could it support them in developing disciplinary selves?

To answer these questions, I conducted semi-structured interviews, asking students about puzzling moments they experienced during their studies and analysed the interview material considering the Dialogical Self Theory (Hermans, 2001; Ligorio, 2012) and theories of multivoicedness (Bertau, 2021; Karsten, 2024). In my research, I asked which I-positions are perceptible in students' narratives, and what their functions and significance for students' enculturation processes may be. Preliminary results suggest that after explicitly discussing disciplinary aspects, students internalise disciplinary characteristics and norms more strongly, thus positioning themselves within or towards their discipline and its group/collective I-positions.

My research, based on a small group of students studying at Paderborn University, enables discussions about and reflection on how we interact with novices in our disciplines. My research into students' selves, and their I-positions and voices, can foster the circulation of disciplinary knowledge and may, consequently, increase students' abilities to discuss and reflect on puzzling moments, not only in their disciplines but also in more global contexts. If we gain insights into students' enculturation and socialisation processes and how to foster them, we can support students in becoming active and creative members of our world.



Thursday 9th July 2026, 08:30 - 10h, CLI 035, Oral presentation

Communication and Identity in LGBTQ+ psychotherapy: understanding the therapeutic relationship

GKLEKA C. [1], *KADIANAKI I.* [1]

[1] *Department of Psychology, University of Cyprus, Nicosia, Cyprus*

Keywords: LGBTQ+ psychotherapy, Dialogical approach, Intersubjectivity

The psychotherapeutic relationship is a central factor in therapeutic outcome, shaped not only by technique but by how clients and therapists perceive one another and imagine they are perceived in return. These mutual perspectives influence the depth and quality of their engagement (Benjamin, 2004; Safran & Muran, 2000). This study explores these processes within LGBTQ+ therapy. Drawing on Dialogical Self Theory and theories of intersubjectivity and perspective taking (Hermans, 2001; Marková, 2003; Gillespie, 2010), the therapeutic relationship is conceptualized as an encounter between dialogical selves, where both client and therapist bring multiple, socially and personally shaped perspectives into dialogue. The study examines: (1) how therapists perceive their LGBTQ+ clients and the therapeutic relationship, and (2) how LGBTQ+ clients perceive their therapists and their relationship. Semi-structured interviews with LGBTQ+ clients (N=11) and therapists (N=15) were analysed through dialogical analysis, examining how clients represented their therapists and the meta-perspectives they attributed to them, and vice versa. Findings reveal two dialogical tensions. First, both groups expressed ambivalence about the salience of sexual orientation in therapy, whether it should be central or peripheral to the process. Second, tensions emerged around expectations of therapists' LGBTQ+ knowledge and competence: some clients viewed expertise as essential, others prioritised openness and willingness to learn. Among therapists, some valued expertise, others emphasized uncertainty and openness. By showing how these tensions generate asymmetries in perception that shape the therapeutic encounter, the study extends dialogical theory into LGBTQ+ therapy, offering new insights into how communication and understanding are negotiated in practice.

Thursday 9th July 2026, 8:30 - 10:10, CLI 035, Oral presentation

Help, Reflection, and Social Context. Rethinking the Social Psychology of Helping

MÜLLER T. [1], *KISS K.* [1]

[1] *Assistant Professor at the Department of Social and Organizational Psychology, University of Pécs, Budapest, Hungary*

Keywords: helping, reflexivity, Bourdieu

Helping behaviour – or prosocial action – has long been a central topic within social psychology. Yet, while traditional models have often emphasized individual dispositions, less attention has been paid to the social, cultural, and symbolic forces that shape what "helping" means in different contexts. This research rethinks the social psychology of helping by examining how helping practices are embedded in wider structures of meaning, power, and social relations.

Using Moscovici's Social Representations Theory as a meta-theoretical framework, we explore how shared understandings of helping emerge and circulate in specific social fields. Integrating insights from psychological theories of helping with field-based qualitative data, we have developed a conceptual framework that links these perspectives with Bourdieu's theory of capital (economic, cultural, social, and symbolic). Within this framework, we distinguish between assistential, competence-based, and emancipatory helping practices, which reflect not only individual intentions but also socially and historically constituted forms of agency.

The study draws on focus groups with psychology students and a semi-structured discussion forum involving around 80 participants at the University of Pécs. These qualitative methods allow a dialogical and reflexive exploration of how future professionals construct, negotiate, and challenge dominant representations of helping, aligning with the conference's theme of qualitative research "of and for world-making." Finally, we contextualize our findings within the genealogy of helping—through psychological, sociological, and philosophical readings that trace its evolution as a moral and social practice—highlighting the transformative potential of qualitative inquiry in reimagining helping as both a scientific and civic endeavor.



Thursday 9th July 2026, 8:30 - 10:10, CLI 008, Oral presentation

A reflexive appraisal of academic knowledge construction: Developing social epistemological discourse analysis (SEDA)

TENTOLOURIS F. [1], *TSELIOU E.* [1]

[1] *University of Thessaly, Volos, Greece*

Keywords: academic knowledge, discourse analysis, social epistemology

Contemporary epistemological approaches have for some time now questioned scientific practices and the ensuing academic knowledge with regard to claims for truth and objectivity. According to social epistemology, academic knowledge is being constructed and corroborated within group / community processes, where beliefs acquire the status of true beliefs, that is knowledge. Discourse analytic approaches, namely interdisciplinary approaches to the theorizing and the study of discourse as language in use, have so far contributed to the social investigation of academic knowledge. However, and despite the fact that these approaches have raised epistemological questions such as what could be the typical linguistic features of soft disciplines, they do not seem to have been employed for the study of core epistemological issues, from a social epistemological perspective. In this presentation, we introduce social epistemological discourse analysis (SEDA), an approach we are currently developing for the social investigation of academic knowledge. As a working example, we use the investigation of the notion of not-knowing, a very popular idea in postmodern, collaborative therapies suggesting that the therapist should leave aside their expertise and prioritize client's expertise about their lives within a collaborative process of mutual exploration. By means of such an example, we illustrate how discourse analytic notions like *intertextuality* and *voicing* can become analytic tools for a SEDA investigation. We conclude by discussing the potential of SEDA to the social investigation of academic knowledge and, thus, to the development of a critically informed academic praxis.



Thursday 9th July 2026, 8:30 - 10:10, CLI 008, Oral presentation

Unpacking the data sharing 'debate' and its implications for qualitative research in psychology

TREHARNE G. [1]

[1] *Department of Psychology, Ōtākou Whakaihu Waka – the University of Otago, Dunedin, New Zealand*

Keywords: Data sharing, Open data, Research ethics

Recent years have seen increasing calls for blanket data sharing across all research. The idea of open data sharing has a strong appeal for quantitative psychological research as part of a solution to the replication crisis. However, open data sharing raises distinct issues for qualitative approaches to psychological research where reflexivity, positionality, and interrogation of power are central. In this talk I will outline key considerations for the range of people with a stake in the data sharing 'debate' by drawing on worked examples from recent qualitative research. Participants are rarely consulted about their views on data sharing in psychology research but have concerns about who benefits from data sharing. University ethics committees tend to be risk-averse about data sharing, and consent for open data sharing cannot easily be sought from participants after they have already taken part in any study. Funders are often cited as the origins of calls for blanket data sharing, but funders' policies cannot trump ethics and privacy for participants in psychological research. Publishers and editors of psychology journals are increasingly attempting to follow the apparent mandate from funders for blanket data sharing, but this has implications for qualitative psychological research when considering what can or cannot be shared from any given study. I will outline why qualitative psychology researchers have a crucial role in resisting calls for blanket data sharing when designing our studies, when supervising postgraduate students, and when reviewing manuscripts where authors may feel pressured to saying the data can be shared.



Thursday 9th July 2026, 8:30 - 10:10, CLI 008, Oral presentation

Approaches to interpretation and the ethical dimension of interpretative position choice

BUSYGINA N. [1], *YAROSHEVSKAYA S.* [1]

[1] *Moscow State University of Psychology & Education, Moscow, Russian Federation*

Keywords: interpretation, in-depth hermeneutics, ethics

Qualitative interpretation is understood as researcher's balancing between "hermeneutics of empathy" and "hermeneutics of suspicion", the former being associated with interpretation from the perspective of the participants' self-understanding, and the latter with interpretation mediated by theoretical concepts (Willig, 2012). We assume the researcher's path to be even more complicated, identifying several more "zones of tension": 1) between the description and conceptualization of the data, 2) between traditional horizontal and critical in-depth hermeneutics, 3) between the in-depth interpretation focused on individual subjectivity and social critique, 4) between the hermeneutic and poststructuralist approaches to interpretation which give rise to fundamentally different strategies of integrating and disintegrating reading. Based on interviews with Russians about their attitudes towards the war against Ukraine and its political consequences, we discuss how research positions are being chosen. Critical re-reading of the belief systems on war identified in data through the concepts of "social subjectivity" and "false consciousness" resulted in the presentation of various forms of "moral corruption" that hide traces of collective trauma (associated in Russia with the World War II and the Great Terror, but also with the collapse of the Soviet Union). We discuss the extent to which the interpretation can be informed by the data itself and suggest that in the political context of ongoing symbolic destruction of collective memory and the expansion of the zone of silence, the researcher's choice of interpretative position is rather an ethical act of taking a stance.



Thursday 9th July 2026, 8:30 - 10:10, CLI 008, Oral presentation

In Movement Narrative Productions: Methodological Technique for Reducing Epistemological Distance

BRENES VARGAS Y. [1], RAMÍREZ VEGA C. [2]

[1] Environmental Health Department, University of Costa Rica, San José, Costa Rica
[2] School of Psychology, University of Costa Rica, San José, Costa Rica

Keywords: critical research, social, methodology

From a critical perspective, a challenge that knowledge production faces nowadays are the relations of power that cross it and the distance between researchers and participants. Situated knowledge (Haraway, 1991), makes us question the place from where we produce knowledge for – but more important with – others and the realities that are triggered from it. In an experience with people in street situation - as one the most vulneralized and invisibilized groups in society - we develop a combination of the Walking Interview (Evans y Jones, 2011; Kinney, 2017) and the Narrative Productions (Balasch y Montenegro, 2003), in order to establish the In Movement Narrative Productions Technique as a possibility to reduce epistemological distance, to work on relational caring, and to rethink the place of participants in knowledge production and the value it has in the comprehension of the realities that society has as a social construction. This proposal was part of an applicated final project from the Community Psychology Master Programme where we wanted to have a better understanding of the health's social needs of people in street situation. The technique has its pros and cons, but we feel it is a step closer to minimizing the gaps that power relations create in the world.



Thursday 9th July 2026, 8:30 - 10:10, CLI 005, Oral presentation

Children's discourses on digital technologies, well-being, and policies: A comparative case study in Italy and Ireland

EVERRI M. [1], *MESSENA M.* [1]

[1] *University College Dublin, Dublin, Ireland*

Keywords: digital technologies, children, discourse analysis

Children's use of digital technologies, well-being, and mental health have become core topics in scientific and public debates. Research studies have pointed out the need to consider the interaction between the benefits and risks of technologies to better understand their impact on children's well-being. Alongside this, recent research showed that digital skills and social mediation can promote a safer use of technologies. While policy makers in Europe and elsewhere are addressing these issues to create a safer digital environment for children, there is still a paucity of qualitative studies that have actively involved children in conversations about these topics, which are core to their everyday life and their development, more broadly.

In this contribution, we present a comparative case study to examine children's (10-11 years of age) perspectives about core issues concerning digital technologies use, namely the relation between digital technologies and well-being, education policies and regulation strategies. Using a participatory child-centred approach, which sees children as active agents and collaborators in the research process, two focus groups were carried out in primary schools in Italy and Ireland. Discourse analysis was used for the analysis of the focus groups to capture children's power dynamics, their positioning, and their discursive strategies and constructions with respect to salient social cultural dimensions in the two participant countries. Results will be discussed considering the relevance of child-centred research designs and discursive approaches to acknowledge the relevance of children's voices on such core topics in today's digitized societies.



Thursday 9th July 2026, 8:30 - 10:10, CLI 005, Oral presentation

A Longitudinal Exploration of the Experience of School Bullying: Narratives of Adolescent Students

MAKRYDAKI V. [1], *ANDREOU E.* [1]

[1] *Department of Primary Education, University of Thessaly, Volos, Greece*

Keywords: longitudinal study, adolescence, school bullying

The present longitudinal qualitative study explores stress, psychological resilience, self-compassion, post-traumatic growth, and the dynamics of interpersonal relationships through the narratives of adolescents who have experienced school bullying. The sample consisted of 20 adolescents (15 girls and 5 boys) who had been exposed to bullying for at least two years. Data were collected at two time points (in the first and third grades of senior high school) through individual semi-structured phenomenological interviews and analyzed using a combination of inductive and deductive thematic analysis. Findings from the first wave revealed that, during and immediately after the bullying period, students experienced intense feelings of guilt and exhibited negative psychological outcomes, such as symptoms of post-traumatic stress and panic attacks. Personal resources (e.g., academic achievements, inner strength, and optimism about the future), engagement in empowering activities (e.g., taekwondo, theatre), and efforts to seek social support served as protective factors. Analysis of data from the second wave is ongoing. Preliminary codes highlight processes of moving beyond the victim role, stress management strategies, the coexistence of self-critical thoughts with the emergence of a compassionate inner voice, and the recognition of positive life changes, such as empowerment and improved coping with difficult situations. The findings can inform the design of targeted interventions aimed at strengthening self-compassion and psychological resilience, as well as cultivating supportive networks to effectively address school bullying.



Thursday 9th July 2026, 8:30 - 10:10, CLI 005, Oral presentation

Quantitative and qualitative approaches to family communication on adolescent body image: methodological reflections on a systematic review

PSALTI A. [1], *KADIANAKI I.* [1]

[1] *University of Cyprus, Nicosia, Cyprus*

Keywords: qualitative synthesis, family communication, adolescent body image

With body dissatisfaction and disordered eating on the rise among adolescents, understanding how family communication contributes to or protects against these issues is crucial. This presentation draws on a systematic review of 59 studies examining how family communication influences adolescent body image, eating and exercise practices. Although quantitative, qualitative and mixed-methods studies highlight different aspects of the phenomenon, quantitative studies have dominated the field. Quantitative studies provide valuable evidence about the prevalence and predictive strength of family dynamics, such as how specific communication practices (e.g. “weight talk”, teasing, encouragement to diet) are linked to adolescent outcomes like body dissatisfaction, dieting and disordered eating, offering a foundation for prevention research. Nevertheless, quantitative studies capture communication as a measurable construct, rather than a lived, relational process. We thus argue for the need to advance qualitative research on the issue to capture the lived complexity of family dynamics. Qualitative studies show that body image communication is not only behavioural but deeply emotional and ambivalent. They reveal how tone, intention and affective negotiation shape the meanings parents and adolescents attach to appearance, health and control – dimensions largely invisible in quantitative research. They also illustrate nuances like intergenerational ambivalence and cultural framings of health and beauty. Recognising these layers brings a need for interpretive, context-sensitive research capturing families’ lived experiences. Thus, this presentation argues that advancing qualitative research alongside the dominant quantitative framework can generate a more comprehensive understanding of how family interactions reproduce and challenge sociocultural appearance norms.



Thursday 9th July 2026, 8:30 - 10:10, CLI 005, Oral presentation

"If having children were a value and not a project." Focus group study among young university students on factors influencing childbearing in the Hungarian sociocultural context

VIKÁR M. [1,2], *PIGNICZKINÉ RIGÓ A.* [2]

[1] *Eötvös Loránd University, Doctoral School of Psychology, Budapest, Hungary*
[2] *Eötvös Loránd University, Institute of Psychology, Budapest, Hungary*

Keywords: Childbearing intentions, Individual and sociocultural factors, Focus group research

Background and aims: Across Europe, the rising age of parenthood contributes to lower birth rates and fertility difficulties. In Hungary, the 2024 total fertility rate was 1.39, below the replacement level of 2.1. As individual and socio-cultural factors influence childbearing decisions, this study explored key factors shaping young adults' childbearing intentions.
Methods: Six focus groups were conducted in October 2025 with university students (N=45; 9 men in two groups, 34 women in four), held in person or online via Zoom, with at least three further groups planned. Participation was part of a university course. Discussions were recorded, transcribed, and analysed using content analysis, with attention to participants' focus group experiences.
Results: Conditions for having children were described as requiring both external security (stable job, housing, social support, functioning institutions) and internal readiness (maturity, confidence, competence). Global factors, such as climate change and armed conflicts, were generally less influential in decisions about having a first child; however, among men, these factors contributed more strongly to feelings of insecurity. Participants appreciated the focus groups for providing a supportive space that normalized their concerns and valued the opportunity for in-depth discussion.
Discussion: Consistent with previous research, individual and societal factors strongly influenced childbearing intentions, whereas global factors played a smaller role in decision-making. However, for men, these global factors may evoke insecurity, linked to their perceived responsibility for creating a safe, stable environment for their future family. Findings will inform the development of a university program to enhance students' reproductive awareness and self-knowledge.



Thursday 9th July 2026, 8:30 - 10:10, CLI 007, Oral presentation

Digital consumerism cultures: How young people make sense of themselves, others, and the world through algorithm-driven short-video social media platforms

LAIER S. [1], *AWAD S.* [1]

[1] *Aalborg University, Department of Psychology and Communication, Aalborg, Denmark*

Keywords: Youth, Identity, Social media

Social media platforms that are centred around algorithm-driven short-video content are shown to be the most popular among youth The content of such platforms often revolves around micro-trends that promote continuous change and excessive consumption. Through the lens of sociocultural psychology, we study how this constitutes new forms of consumerism cultures that can influence youth development in a particularly sensitive time, where they navigate new roles and identities and rely on symbolic resources in this process, which include social media content.

Using a focus group study design with video elicitation, we investigated the dynamics between watching this content on the platform 'TikTok', and the young users' (age 18-22) own reflections in their engagement with it. The focus group design was chosen to capture how the young people would also reflect on their practices with their peers, in juxtaposition to the often very individual nature of engaging with the platforms.

The analysis shows that youth often form what we refer to as "techno-self", through which they make sense of both their own practices on social media, as well as their perceptions of both themselves and others in real-life interactions, in relation to these practices. The results also show the influence of materialist and consumerist content on youth way of thinking and how they critically engage with content.

We will discuss the implications for further research based on this study, considering how social media appears to be an important lens through which youth make sense of and transform their world.



Thursday 9th July 2026, 8:30 - 10:10, CLI 007, Oral presentation

A mixed approach to explore how meaning, interaction, and affective valence construct online communities

RIZZOLI V. [1], DA SILVEIRA A. [2], SARRICA M. [1]

[1] Sapienza University of Rome, Rome, Italy
[2] Federal University of Santa Catarina, Florianópolis, Brazil

Keywords: Online Communities, Social Network Analysis, Textual Analyses

In continuously shifting digital environments, the dynamics of online groups invite researchers to rethink what "community" means and how it can be identified. From a social representations perspective, we propose identifying communities through the joint analysis of shared meanings and communicative interactions - the two facets that make representations "social". We present a strategy to integrate social network analysis and topic detection to explore how meanings and interactions jointly shape online communities. Moreover, we include the affective dimension of communication (valence) via sentiment analysis to identify the connotation of the representations at stake.

The different analyses were applied to a corpus of 461 English tweets about COVID-19. Our results show that online communities can be detected by jointly considering shared contents and communicative dynamics. Sentiment analysis further accounts for the valence of these exchanges (i.e., the attitude component). We can identify different communities and dynamics: a) Topic-based groups tend to exhibit neutral or positive tones and higher cohesion; b) Interaction-based groups - centred around visible media actors - display more negative sentiment and polarization; c) Communities with highly central users (i.e., users frequently mentioned by others, especially by already influential users) show more valence-aligned (tone-aligned) rather than dispersed-valence messages.

This study illustrates how mixed techniques applied to textual data can deepen the understanding of complex social phenomena, bridging content and relation, valence and meaning. In doing so, it contributes to rethinking how groups and communities can be conceptualised in mediated contexts, where interactions and meanings co-construct the boundaries of belonging.



Thursday 9th July 2026, 8:30 - 10:10, CLI 007, Oral presentation

Love and Nostalgia on Twitter: A Discourse Analysis of Heimat

WINDEL F. [1]

[1] *American University of Paris, Paris, France*

Keywords: Nostalgia, Whiteness, Social Media

The construct Heimat, loosely translated from German to "homeland" or "home", re-entered German politics and public consciousness in 2018 when the interior ministry added Heimat to its name. The German government's use of this term has raised questions around its supposed neutrality in politics, specifically in terms of who is included within the Heimat imaginary and German memory culture. This paper analyzes how Heimat is discursively and emotionally used and constructed on Twitter/X for dominant group interests. I draw from discourse perspectives that analyze language and posit that language has a social function and, when analyzed, can reveal its ideological investments. My main analytical focus was to understand how Heimat is used as an affective technology of Whiteness, specifically instrumentalized affectively, via love and nostalgia, for the purposes of dominant group interests. Based on the recurrence of emotional content related to love and nostalgia, and its relationship to dominant interests, I analyzed 13 tweets. I identified two ways that love and nostalgia of/for Heimat were being used for the purposes of dominant group interests: (1) through the construction of/use of binaries and categorical contrasts, and (2) through looking backwards to go forward. I end with a discussion on how Heimat tweets about love and nostalgia reproduce white supremacy and exclusionary processes through affective and discursive strategies in both explicitly and implicitly harmful ways, and why analyzing content on social media in both quantitative and qualitative ways contributes to better understanding of ideologies circulating in our society.



Thursday 9th July 2026, 8:30 - 10:10, CLI 007, Oral presentation

Practices of everyday digital citizenship: a qualitative analysis of constructions of privacy in the digital era

BRICE E. [1], *ANDREOULI E.* [1]

[1] *The Open University, Milton Keynes, United Kingdom*

Keywords: Digital, Citizenship, Discourse

Research looking into digital (online) privacy has found a conflict between what individuals say about privacy (they are concerned about it) and what they do when they are online (they do not change their behaviours). The majority of the research that identifies this paradox relies on quantitative methods which often tend to take a fixed definition of privacy. The present paper takes a different perspective drawing on critical discursive psychology and interdisciplinary work from citizenship studies, particularly performative approaches to citizenship as practice. This paper considers privacy as a socially constructed discursive resource upon which practices of digital citizenship are anchored. We conducted six focus groups in order to explore common-sense ideas about what it means, in practice and talk, to be a digital citizen, focusing particularly on the theme of privacy. The data were analysed using principles of rhetorical and critical discursive psychology. Participants drew upon a repertoire of privacy as an individual responsibility and as a matter of self-management. This could be seen for example through the commonly used trope of "if you've got nothing to hide, you've got nothing to fear". In tension with this the participants also relied on a repertoire of obligation, where privacy is given up for the 'greater good' (national security) and the idea that they are powerless as privacy loss and surveillance is unavoidable in the digital era. We conclude discussing how participants drew on these common-sense ideas and privacy repertoires when positioning themselves as good digital citizens.



Thursday 9th July 2026, 8:30 - 10:10, CLI 036, Oral presentation

Trajectories of Care and Neglect: Survivors' Representations and Lived Experiences of Childhood Sexual Violence

GALLARDO O. [1], LELAURAIN S. [1], APOSTOLIDIS T. [1]

[1] Laboratoire de psychologie sociale Aix-Marseille Université, Aix-en-Provence, France

Keywords: representations, care trajectory, sexual violence during childhood

Axe: Ethical issues and reflections on the changes to which researchers can contribute.

This presentation questions the researcher's position regarding suffering and power dynamics in the study of childhood sexual violence. Drawing on Social Representations Theory (Jodelet 2007; 2017) and a feminist epistemological approach (Wigginton & Lafrance, 2019; Fonte & Lelaurain, 2024), this research explores how survivors perceive and experience trajectories of care, or its absence, following childhood sexual abuse.

Participants (N=32) were recruited through associations and social networks: 25 women, 6 men, and 1 non-binary person, aged 18–55 (mean = 39), with or without professional support experience. A qualitative design was adopted, combining semi-structured interviews with thematic content analysis and Interpretative Phenomenological Analysis.

Findings unfold around several interdependent axes. First, the interactional dimension shows how survivors' being-in-the-world is shaped by others' responses (family, professionals, peers), with initial violence often compounded by secondary harm in social and institutional interactions. Second, emotions emerge as socially and ideologically framed, not merely individual reactions, influencing recognition and understanding of violence. Third, professional shortcomings: abuse signs remain unrecognized, links between symptoms and past violence are missed, and long-term consequences are neglected.

Mobilizing Social Representations Theory and feminist epistemology enables a reflexive lens on how social frameworks, emotional experiences, and professional practices structure survivors' lived worlds. This approach advances a critical stance rooted in recognition, care, and co-construction of meaning, positioning qualitative research as a lever for social and symbolic transformation in care practices.



Thursday 9th July 2026, 8:30 - 10:10, CLI 036, Oral presentation

Rethinking the principle of shared parenting: secondary victimization of intimate partner violence survivors and children in the context of child protection

CECCONI A. [1], *ALBANESI C.* [1], *TOMASETTO C.* [1]

[1] *University of Bologna, Department of Psychology, Bologna, Italy*

Keywords: intimate partner violence, secondary victimization, child protection

Post-separation and custody arrangements represent critical sites of potential secondary victimization in cases of intimate partner violence (IPV). In these contexts, professionals involved in child protection (social workers, child protection workers, psychologists) may minimize or overlook the ongoing effects of IPV, not only on the woman who experienced violence but also on her children, often resulting in renewed exposure to unsafe contact with the perpetrator. However, research addressing this form of secondary victimization remains limited. This study provides an exploratory, in-depth analysis of the phenomenon through semi-structured interviews with 26 anti-violence professionals from Italian gender-based violence services, drawing on their unique professional insights as expert witnesses to these dynamics. A thematic analysis was conducted.

Findings reveal that service providers involved in child protection often regard maintaining the child–father relationship as automatically being in the child's best interests, while the father's violent behavior toward the mother is treated as unrelated. Consequently, the father's parenting capacity is frequently underassessed, and the principle of shared parenting is emphasized over the child's safety and wellbeing. Meanwhile, mothers are subjected to intense scrutiny and held responsible for ensuring the child's protection and contact with the father, even under violent circumstances, with expectations and demands rooted in traditional gender roles.

In conclusion, this study underscores the need for child protection practices that adopt a GBV-informed perspective to parenting and shared parenting assessments. Such an approach is essential to prevent and address secondary victimization and to promote safer outcomes for both mothers and children.



Thursday 9th July 2026, 8:30 - 10:10, CLI 036, Oral presentation

Affective-discursive analysis of young people's resistance to sexual harassment

VENÄLÄINEN S. [1], *CALDER-DAWE O.* [2]

[1] *University of Helsinki, Helsinki, Finland*
[2] *Victoria University of Wellington, Wellington, New Zealand*

Keywords: affective-discursive analysis, gendered inequalities, resistance

Young people have frequently been seen as leaders of change in feminist resistance against sexual harassment and sexism, especially in the wake of the #MeToo movement. At the same time, youth and young adults continue to face harassment both in online and offline contexts. Both contexts also expose young people to victim blaming and shaming, which may undermine their resistance to sexual harassment. Our paper presents an affective-discursive analysis of the dilemmas young people face in their attempts to resist sexual harassment across the offline-online divide. We draw on qualitative survey and interview data collected from young Finnish women and nonbinary people. Our analysis employs three analytic concepts that tap into the entanglement of discourse and affects in the participants' accounts: feeling positions, embodied meaning-making, and atmospheric practices. With these concepts, we illustrate the complexities of contemporary dynamics of resisting and living gendered inequalities, and more specifically, the co-presence of vulnerability and empowerment in young people's everyday lives.



Thursday 9th July 2026, 8:30 - 10:10, CLI 036, Oral presentation

A fight for all women: social change as a framework for meaning among professionals in gender-based violence services

CECCONI A. [1], ALBANESI C. [1], TOMASETTO C. [1]

[1] University of Bologna, Department of Psychology, Bologna, Italy

Keywords: gender-based violence services, helping professions, social change

Existing research has highlighted how helping professionals, including those working in the field of gender-based violence (GBV), often face significant emotional and psychological challenges that can compromise their health and well-being. This study explores both the demands and sources of reward involved in GBV services work, examining how it affects practitioners' personal and professional lives. Twenty-three semi-structured interviews were conducted with Italian professionals working in GBV services and analyzed using reflexive thematic analysis.

Findings show that participants perceive their support work with GBV survivors as a profound social and personal commitment and a contribution to broader social change - an integral part of their identities that shapes their values, worldviews, and relationships, and that provides them with a strong sense of purpose and fulfillment. While they report considerable challenges, these are primarily linked to external factors - such as the persistence of sexism and violence, secondary victimization, and job insecurity, rather than to the intrinsic nature of the work. A key element in this process is the sharing of feminist values within the (female) workplace, which becomes a transformative space fostering women's liberation.

In conclusion, despite identifying significant challenges, the participants draw a strong sense of motivation and fulfillment from being able to contribute, through their work, to social change for women. These findings underscore the importance of incorporating this perspective into research and interventions that aim to promote GBV practitioners' well-being and ensure the long-term sustainability and effectiveness of services for survivors.



Thursday 9th July 2026, 8:30 - 10:10, CLI 034, Oral presentation

The Experience Mapping Approach: Evoking Context in Qualitative Inquiry

SALLAY V. [1,2], BIRÓ D. [3], GYÖNGYÖSI O. [3], SIMON-ZÁMBORI P. [2], SZATMÁRI Z. [3], MARTOS T. [1,2]

[1] Sigmund Freud Private University Vienna-Paris, PARIS, France
[2] University of Szeged, Institute of Psychology, Szeged, Hungary
[3] University of Szeged, Doctoral School of Clinical Medicine, Szeged, Hungary

Keywords: experience mapping, embodied experience, context

Qualitative research is meaningful only when it is grounded in context. Human experiences unfold within the physical, social, and emotional environments that shape how we think, feel, and act. The Experience Mapping approach (experiMAP) was designed to make these contexts visible and tangible — to evoke them into the qualitative inquiry rather than abstracting experience from its lived surroundings. Drawing on systemic and environmental psychological perspectives, experiMAP invites participants to depict and narrate their embodied and embedded experiences within the meaningful places of their everyday lives.

This presentation illustrates how contextualization unfolds across three empirical applications. The **Experience Map of the Home** explored family dynamics among parents raising children with atypical development. The **Experience Map of the Workplace** captured how physicians regulate emotions and sustain professional well-being in their work settings. Finally, the **Experience Map of the Life Space** examined how individuals living with inflammatory bowel disease and their partners navigate health and relational challenges across domestic and public environments. Through these three examples, the method demonstrates how qualitative research can access the interplay between place, embodiment, and relationship.

In conclusion, the experiMAP approach underscores that context is inseparable from experience. It offers a systematic yet evocative way to include the lived environment within qualitative analysis — bringing the context back into the study of lived experience.



Thursday 9th July 2026, 8:30 - 10:10, CLI 034, Oral presentation

'Integrating Qualitative Interviews and Net-Ethnography to Investigate the Experience of Caring for People with Dysphagia'

CRISPIATICO V. [1], *MONTALI L.* [1]

[1] *Università di Milano Bicocca, MI, Italy*

Keywords: Netnography, Caregiver, Dysphagia

Oropharyngeal dysphagia (OD) is a common neurological symptom characterized by impaired swallowing efficiency and safety, often requiring texture-modified diets or alternative feeding strategies. While its impact on patients' health and quality of life is well established, dysphagia also imposes a substantial burden on family caregivers, generating emotional, physical, and financial strain that can compromise overall well-being.

This study investigates the impact of dysphagia on caregivers' quality of life and their specific needs through two qualitative approaches. The first involved semi-structured interviews with 30 caregivers of patients with neurological disorders. Data were analyzed using the Caregiver Quality of Life Framework, confirming its ability to capture the multifaceted impact of dysphagia. Findings revealed challenges across physical, psychological, and social domains, highlighting the complex and multidimensional nature of caregiving.

The second study adopted a netnographic approach to examine Disfa & Mangia (Dyspha and Eat), the first Italian Whatsapp community for caregivers of individuals with dysphagia. Three months of anonymized chat interactions were analyzed using the Supportive Care Framework. Results demonstrated that the platform provides accessible emotional, informational, and practical support, fostering peer connection, shared understanding, and a sense of community that mitigates isolation and strengthens coping capacity.

Integrating two data collection methods and analytical approaches offered a comprehensive understanding of dysphagia's impact, capturing the diverse experiences and needs of caregivers. Findings underscore the importance of interventions that address both practical and emotional aspects of caregiving, and highlight the value of online peer-support networks in enhancing caregiver well-being.



Thursday 9th July 2026, 8:30 - 10:10, CLI 034, Oral presentation

Through the Camera Lens: Using Photo Elicitation to Gain Insight into the Lived Experience of Food Insecurity

STEPHEN A. [1], GUEST E. [2], ALLAN J. [3], PETRE O. [1], KYLE J. [1], THIES F. [1]

[1] University of Aberdeen, Aberdeen, United Kingdom
[2] University of West England, Bristol, United Kingdom
[3] University of Stirling, Stirling, United Kingdom

Keywords: food insecurity, photo elicitation, eating behaviour

Food insecurity remains a pressing public health issue within low-socioeconomic communities, shaping not only what people eat but how they think, feel, and navigate daily life around food. Understanding these experiences requires approaches that move beyond numbers to the meanings people assign to their circumstances. This study employs photo elicitation as a qualitative, participatory method to give voice to the lived experience of food insecure adults. Ten individuals from low-socioeconomic communities in Aberdeen City were invited to document their everyday food environments and eating behaviours through photography. Their photographs then served as visual prompts in in-depth semi-structured interviews, allowing participants to reflect on the impact of food insecurity on their eating behaviours. Interviews were analysed using Reflexive Thematic Analysis. Findings suggest that structural inequities and the cost-of-living crisis shape everyday negotiations between the perceived healthiness of food and the cost of buying and preparing it. Participants frequently photographed fast-food and corner stores in their areas, explaining that affordable, healthy produce was harder to access. Their photographs and narrative highlighted a common trade-off between satiety and nutritional quality: filling foods were often more affordable but less healthy. Participants expressed the profound emotional and social consequences of living with food insecurity, including embarrassment in their eating behaviours, social isolation, and stigma. This research illustrates how qualitative inquiry can reveal the lived experience of food insecurity. The findings call for policy and practice responses that recognise these everyday realities and value the experiential knowledge of those most affected.



Thursday 9th July 2026, 8:30 - 10:10, CLI 034, Oral presentation

Creative exploration kits for embodying long-term fatigue: Developing a novel qualitative method through academic–artist collaboration and feminist praxis

PRODGERS L. [1], *HARRISON E.* [2]

[1] *University of Leeds, Leeds, United Kingdom*
[2] *Polite Rebellion, Leeds, United Kingdom*

Keywords: creative, fatigue, embodiment

This presentation introduces Embodying Fatigue, an interdisciplinary project developed through academic–artist collaboration to explore long-term fatigue (LTF) as a lived, embodied experience. Drawing on feminist critical disability studies and a feminist ethics of care, the project responds to the epistemic and affective challenges of researching "invisible" chronic conditions. Central to the work is the creation of fatigue exploration kits - tactile, creative tools designed to facilitate embodied data generation and dialogical engagement with individuals with fatigue (IwF).

Led by a team with lived experience of LTF, the aim of this ongoing project is to enact a methodology that resists biomedical reductionism and neoliberal individualisation. Instead, by foregrounding relationality, affect, and materiality, we invite participants to co-create knowledge through sensory and narrative means. The kits function as both research instruments and gestures of solidarity, challenging dominant epistemologies and opening space for collective reflection and care.

This presentation will reflect on the ethical, methodological, and epistemological implications of this approach, including the role of metaphor, polyphony, and poetic inquiry in legitimising embodied knowledge. It will also consider the limitations and resistances encountered - both institutional and interpersonal. Ultimately, the project contributes to a psychology of and for world-making by reimagining how chronic illness is understood and valued in a world increasingly shaped by health crises, social fragmentation, and epistemic injustice, offering a model for qualitative research that embraces complexity, care, and collective imagination.



Thursday 9th July 2026, 8:30 - 10:10, CLI 034, Oral presentation

Using Collective Narrative Documents as a Methodological Resource in Qualitative Inquiry: Merging stories of Suffering and Resistance.

GUANAES-LORENZI C. [1], SHIZUE KAWAKAMI GONZAGA D. [1], SMIRNE MATTOS B. [1], ALBUQUERQUE RUBIO M. [1]

[1] University of São Paulo, Ribeirão Preto, SP, Brazil

Keywords: narrative practices, collective documents, social justice

Collective narrative practices emerged within the field of narrative therapy and community work as a way to move from an individualist to a social approach to human suffering. This methodology fosters conversations that illuminate both how society shapes individual problems and how people resist social injustices in their response to traumatic experiences. In this presentation, we will describe how we have been using collective narrative documents in research, by providing three examples: (1) with adolescents regarding their participation on a psychoeducation group on sexual and reproductive health; (2) with family members of people diagnosed with mental health disorders regarding their experiences with health services during the COVID-19 pandemic; and, (3) with people affected by the socio-environmental disaster in Vila Sahy (São Paulo, Brazil) in 2023, regarding their post-disaster experiences. Based on these examples, we will discuss some potentials of using collective narrative documents in qualitative research: (a) it provides participants with an immediate response by integrating their stories into a common narrative that highlights both individual perspectives and social features of their lived experiences; (b) it supports participants in directing their voice to a preferred audience, calling for professional practices that are more just and more attentive to their lived realities; (c) it connects the field of research and practice, enhancing the transformative potential of qualitative inquiry (Financial Support: CAPES, CNPq, FAPESP).



Thursday 9th July 2026, 10:40 - 12:20, CLI 040, Oral presentation

Interviewing and the Self: Social Structure, Subjectivity, and Disciplinary Practice(s)

BROWN D. [1]

[1] *York University, Toronto, Ontario, Canada*

Keywords: reflexivity, scientific practices, social identity

I have argued (Brown, 2020) that psychologists should work to engage a new unit of analysis, one capacious enough to acknowledge the simultaneous instantiation of social structures as lived experiences/social lives, not as influential and external. In interviews with researchers studying social identity, I asked them to reflect on their scientific processes in addition to their own biographies (i.e., women reflecting on how they study gender as members of a scientific discipline and as gendered members of broader society). While some interviews functioned as brief conversations wherein qualitative data could be collected, others were a site to examine self-structure singularity (Brown, 2020). Participants confronted the inner workings of their discipline as made manifest through their own individual actions and the connection between disciplinary practices and the (re)production of neoliberalism, patriarchy, etc. They then reflected on the nature of their disciplinary methods to make sense of contemporary realities related to social identity research. In this oral presentation I examine the interview experiences of two researchers of color, one occupying each of the positions I've articulated, as revelatory of the complex dynamics of selves and structures. I present interview data as well as my own reflections on the interview process. Through analyzing these data and reflecting on my own experiences, I present the space of the interview as a type of encounter where disciplinary practices are reflected upon (or ignored), radical change is imagined (or not considered), and the self is challenged (or not) as a conduit for perpetuating detrimental socio-structural realities.



Thursday 9th July 2026, 10:40 - 12:20, CLI 040, Oral presentation

Reflexivity as Pedagogy: Lessons from Qualitative Research in Sensitive Fields

TENER D. [1], *NADAN Y.* [1]

[1] *The Hebrew University of Jerusalem, Jerusalem, Israel*

Keywords: Reflexivity, Pedagogy, Methodological innovation

Qualitative inquiry often begins not with certainty but with questions: What is qualitative research? How does one formulate a research question, collect data, analyze it, and sustain the process to completion? For early-career researchers, especially those working in sensitive psychological and psychosocial domains such as child sexual abuse and LGBTQ+ experiences, these questions can evoke confusion, hesitation, and paralysis.

As qualitative researchers and teachers, we argue that such uncertainties reflect the epistemological depth of qualitative inquiry rather than a deficit in learners. In our collaborative work, we turned to reflexivity – a systematic consideration of our positionalities, dilemmas, and mistakes – as both a methodological stance and a pedagogical practice. Reflexive dialogues helped us trace how our engagement with sensitive topics shaped interviewing, observation, and analysis, and how these insights could be conveyed to students.

This process led to the development of Down to Earth Qualitative Research, a pedagogical podcast designed to make qualitative research accessible without reducing its complexity. The podcast shows how methodological and epistemological insights can be translated into teaching practices that are engaging and ethical. By integrating personal reflection with professional dialogue, it models how reflexivity can bridge research and pedagogy.

We argue that situating reflexivity at this intersection enriches qualitative psychology through methodological innovation and expands the ways learners and wider publics engage with the complexities of qualitative inquiry. In doing so, our work contributes to debates in qualitative psychology about interdisciplinarity, reflexivity, and the training of the next generation of researchers.



Thursday 9th July 2026, 10:40 - 12:20, CLI 040, Oral presentation

Learning to Interview, Learning to Listen: Teaching Qualitative Methods as a Practice of Connection

SCHÉLE I. [1]

[1] *Umeå University, Dept. of Psychology, Umeå, Sweden*

Keywords: qualitative pedagogy, reflexivity, interviewing skills training

This presentation explores how teaching qualitative interviewing within two international master's programs in psychology in a small way can contribute to a psychology "of and for world-making." Drawing on a structured interview exercise conducted in trios, classmates practiced both interviewing and being interviewed, focusing on experiences of student life in Umeå. The pedagogical design emphasized ethical awareness, reflexivity, and methodological grounding, guided by a learner-centered approach to interview-based research.

Student group reflections reveal that learning to interview is not only a technical skill but also a relational and transformative experience. Through the act of interviewing unfamiliar peers, students encountered the emotional, linguistic, and interpersonal complexities of qualitative research. They grappled with their level of engagement, rapport-building, and the challenge of asking respectful yet meaningful follow-up questions. Many noted how the interview process deepened their understanding of others' lived experiences and fostered a sense of connection across cultural boundaries.

The exercise also surfaced tensions between structure and spontaneity, and between research goals and human interaction. Students reflected on their own positionality, the ethics of representation, and the power dynamics inherent in giving voice. These insights suggest that teaching qualitative methods through experiential learning can cultivate not only methodological competence but also the kind of reflexive, ethically engaged stance needed for qualitative research that contributes to a more just and empathetic world.

In this way, the classroom becomes a site where students learn not only how to conduct interviews, but how to listen, understand, and relate to others in ways that matter.



Thursday 9th July 2026, 10:40 - 12:20, CLI 040, Oral presentation

Becoming Through Inquiry: A Competency-Based, Transtheoretical Approach to Teaching Qualitative Research

DATCHI C. [1], *ARREOLA RODRIGUEZ K.* [2]

[1] *William Paterson University, Wayne NJ, United States*
[2] *Universidad Antonio Ruiz Montoya (UARM), Lima, Peru*

Keywords: Qualitative Research Pedagogy, Competency-Based Education, Reflexivity

Qualitative research pedagogy in psychology has traditionally emphasized methodological skills, yet growing scholarship suggests that becoming a qualitative researcher involves far more than acquiring technical expertise. Drawing on developments in competency-based education and emerging literature on qualitative research training, this presentation introduces a competency-based framework for qualitative research pedagogy that foregrounds both what researchers do and who they become throughout the inquiry process. The framework conceptualizes research competence as a developmental, dynamic, and multidimensional construct integrating knowledge, skills, values, dispositions, and reflexive capacities. It identifies foundational competencies—ways of thinking and being, such as curiosity, reflexivity, ethical awareness, relational sensitivity, and tolerance for ambiguity—and functional competencies—the enactment of these capacities in research practice. Organized across key phases of qualitative inquiry, the framework highlights competencies related to developing research questions, making methodological decisions, engaging in relational and reflexive data generation, interpreting meaning, and disseminating knowledge. The presentation further examines qualitative researcher development as a nonlinear, emotional, relational, and socially situated process shaped by interactions with mentors, peers, participants, and research communities. By adopting a person-centered and developmental approach, competency-based qualitative pedagogy has the potential to foster ethical, reflexive, and socially responsible researchers.



Thursday 9th July 2026, 10:40 - 12:20, CLI 035, Oral presentation

Digital Ethnography: An Exploration of Method with Online Dating Apps

HUANG Y. [1]

[1] *The Open University, Milton Keynes, United Kingdom*

Keywords: Digital ethnography, Dating apps, Qualitative research method

As digital technologies increasingly shape social interactions, ethnographic researchers have begun to explore the possibilities of conducting fieldwork within online environments. This emerging body of work, often referred to as digital ethnography, seeks to understand cultural and psychological phenomena as they unfold in digital spaces. However, the expansion of ethnographic methods into the digital sphere has brought renewed attention to long-standing ethical questions. In particular, issues of informed consent, privacy, and potential harm present complex challenges when studying online communities and interactions. Such ethical concerns are further compounded within dating app environments, where digitally mediated intimacies complicate the distinction between public and private spheres, as well as between participant engagement and observational research. This paper critically examines the ethical ambiguities inherent in digital ethnography, particularly in the context of dating apps, and discusses how traditional ethnographic principles may be adapted for contemporary, digitally intimate contexts. By interrogating these dilemmas, the study aims to contribute to the ongoing development of ethically responsible and methodologically sound approaches to qualitative research in the digital age.



Thursday 9th July 2026, 10:40 - 12:20, CLI 035, Oral presentation

“You’ll say we’ve got nothing in common”: Micro, Meso, Macro methodological commensurabilities in gendered digital research

CAPDEVILA R. [1], *LAZARD L.* [1]

[1] *The Open University, Milton Keynes, United Kingdom*

Keywords: Methodological pluralism, Gendered processes, Online relational environments

This paper reports on the Gender Equitable Interactions Online (GEiO) research project which developed evidence-based training and policies to better respond to gendered discrimination in the digital work context. The research used micro, meso and macro analyses to integrate a multi-method approach which included Conversation Analysis, Q-Methodology and Story Completion Tasks. By focusing on multi-layered and intersecting levels of analysis, this paper considers the conceptual development of our theoretical and methodological approach to gendered processes and how they may mutually inform each other in online relational environments. Working with methodological commensurabilities in context draws attention to how pattern analyses not only inform each other, but also to how they can become intertwined in ways which problematise notions of sameness and difference. Rather than presenting the process as that of bringing together separate methods, we attempt to provide a theoretical and practical exemplification that this a priori construction of difference is unnecessary. As illustrated in the empirical study we present, we argue that methodological boundary construction can be conceptualised as a process, depending on how boundaries become constituted in research. Thus, we argue that methodological pluralism is a useful approach when boundaries are conceived of as mobile and those between methods are understood as determined by the object of knowledge. We propose that a methodology that is a product of the study, rather than part of the design, is a more fruitful approach in both theory and practice.



Thursday 9th July 2026, 10:40 - 12:20, CLI 035, Oral presentation

Mental Health Apps as Technologies of the Self

MEISTER M. [1,2], SLUNECKO T. [2]

[1] Bertha von Suttner Private University, St. Pölten, Austria
[2] University of Vienna, Vienna, Austria

Keywords: Technologies of the Self, Mental Health Apps, Mood Tracking

In our presentation, we revisit Foucault's concept of 'Technologies of the Self' and aim to make it empirically productive in relation to a recent digital media phenomenon, mood tracking apps. Mood tracking is one of their most common features of mental health apps. It encompasses the practice of regularly documenting one's affective state using a set of pre-defined emotion categories. Over time, these are compiled into statistics and graphs that supposedly represent one's 'emotional self'. Drawing on Foucault's late oeuvre, we discuss the concept of 'Technologies of the Self' in this context. This analytical term comprises affective experience, technological/media devices and discursive norms, which altogether create specific forms of self-thematization and reflection. Such private self-relational practices are socio-historically contingent and permeated by power relations. Foucault's empirical material to examine this consisted of the self-related practices of the ancient world – where media forms such as diary writing already played a central role. We now apply this analytical concept to contemporary capitalist culture and pose two research questions: 1) What forms of self-relation are implied by mood tracking apps? 2) How do actual users appropriate and practice these forms? Drawing on a rich corpus of qualitative data (autoethnographic walkthroughs, screenshot analyses, user interviews, and group discussions) we highlight how affectivity, identity, and mental health are reconfigured in our digital present. In the sense of 'research of and for world-making', this approach, sensitized by power critique as well as multilayered empirical data, guides us in our search for forms of emancipatory practice.



Thursday 9th July 2026, 10:40 - 12:20, CLI 035, Oral presentation

Methodological and ethical challenges of qualitative research in virtuality: narrative productions and bodily presence at distance

PINEDA ARIAS S. [1], *PELLICER CARDONA I.* [1]

[1] *University of Barcelona, Barcelona, Spain*

Keywords: Narrative productions, virtualidad, ethics

This communication addresses the methodological and ethical challenges that arise when employing the narrative production methodology in remote fieldwork contexts. While this approach seeks to centre the participants' voices and bodies, as well as the researcher's reflexivity, its virtual application poses specific challenges related to the construction of rapport, trust, and bodily expression mediated through the screen. This qualitative research project, conducted from a gender perspective, was carried out between Barcelona—where the researcher was based—and Ecuador, where the participants resided. It examines the inequalities that shape women's participation in dance as a leisure activity, employing a psychosocial critic approach. Drawing on fieldwork experience, the communication presents the strategies implemented to maintain the epistemological coherence and relational ethics inherent to the methodology, together with the challenges and limitations that emerge in virtual settings. Finally, it discusses the insights gained regarding participants' agency, the bodily sensitivity transmitted through oral communication at a distance, and the methodological adaptations that enable a dialogical and situated research process to be sustained.



Thursday 9th July 2026, 10:40 - 12:20, CLI 008, Oral presentation

Recruiting Child Participants for Research in Closed Religious Communities: The Case of the Ultra-Orthodox Jewish Community

GEMARA N. [1], *GERSHUNI C.* [1]

[1] *University of Haifa, Haifa, Israel*

Keywords: child participation, ultra-Orthodox community, Recruitment challenges

Recruiting child participants for qualitative research in closed religious communities presents distinct methodological challenges, particularly in Israel's ultra-Orthodox (Haredi) community, which maintains its cultural identity through social and digital isolation. The community's distrust of digital media, especially for children, prevents online recruitment. Its cautious approach toward academia limits collaboration with educational institutions, which avoid academic partnerships. Even willing participants are reluctant to refer others, making snowball sampling ineffective. Focus groups are also problematic, as parents fear their children's exposure to peers with different levels of religious observance.

This paper analyzes barriers to recruiting Haredi children and proposes culturally sensitive methodological solutions that maintain academic rigor and ethical standards. It explores strategies such as engaging community gatekeepers, working with trusted intermediaries, and adapting recruitment protocols to align with Haredi values while amplifying children's voices. The analysis addresses the ethical circulation of knowledge between insular communities and academia, fostering mutual understanding without compromising community boundaries. These insights provide a case study with broader relevance for qualitative research in other closed religious minorities, highlighting transferable strategies for overcoming recruitment challenges. By addressing these barriers, the paper contributes to reflexive, ethical qualitative research practices that advance a psychology of and for world-making, promoting inclusivity and amplifying marginalized voices.



Thursday 9th July 2026, 10:40 - 12:20, CLI 008, Oral presentation

Research ‘with’ children institutionally recognised as having a disability due to ADHD: ethical issues.

SULMONA-COSSU M. [1], *COURTINAT-CAMPS A.* [1]

[1] *Université Toulouse Jean Jaurès - Laboratoire LPS-DT, Toulouse, France*

Keywords: Research ‘with’, ethical positioning, children in vulnerable situations

Context and objectives

In light of the requirements of a school that aims to be inclusive, promoting participation and accessibility for all pupils (Ébersold et al., 2016), this communication examines the ethical, deontological and practical issues involved in research ‘with’ (Savournin and Pelletier, 2025) with children who are institutionally recognised as having a disability due to ADHD in French primary schools, as well as how their situated voices can legitimately inform scientific and educational practices.

Approach

Using a comprehensive qualitative approach combining participatory photography workshops inspired by Photovoice (Wang and Burris, 1997), oral knowledge assessments (Charlot, 1999) and semi-structured interviews, we describe the approach adopted to gather the perspectives of children who are ‘experts in their own experience’, the conditions and safeguards put in place to respect the integrity and authenticity of their words, and the methods used to collect, analyse and report the results to the participants and schools.

Results

The presentation summarises (1) a set of ethical guidelines and decision-making milestones for engaging so-called vulnerable children in ‘with’ research; (2) the tensions between support and control that arise when medical and institutional labels (ADHD; status as a student with a disability) encounter classroom routines; and (3) the potential for transformation observed for children and their environments when participatory mechanisms are deployed.



Thursday 9th July 2026, 10:40 - 12:20, CLI 008, Oral presentation

Uncovering children's experience of climate-related disasters through qualitative research

MARKOPOULOU E. [1], *CANELLOPOULOS L.* [1]

[1] *Department of Psychology, National and Kapodistrian University of Athens, Athens, Greece*

Keywords: climate crisis, children's mental health, arts based methodological approaches

The climate crisis and the consequential disasters expose children to profound experiences of loss, fear, and disruption. Qualitative research can offer powerful tools for exploring a changing world and its impact on children's mental health and wellbeing. Grounded in a psychodynamic and trauma-informed perspective, this presentation examines how qualitative research methodology can help children communicate and give meaning to their experience of climate related disasters. Recognizing that children's inner worlds are often communicated through play and art, particular emphasis is placed on the value of arts-based and play-centered research methods. An empirical example will be presented from research with children in Thessaly, Greece, following the catastrophic floods caused by Storm Daniel (September 2023). A child-centered, arts-based interview protocol was developed and implemented to explore children's lived experiences of environmental catastrophe. Ethical considerations in conducting qualitative research with children affected by disasters will also be discussed. This presentation demonstrates the potential of qualitative research to ethically and sensitively access children's lived experience in an era of ecological crisis.



Thursday 9th July 2026, 10:40 - 12:20, CLI 005, Oral presentation

Innovations in Qualitative Data Sampling and Analysis

ENCISO DOMÍNGUEZ G. [1]

[1] *University of Houston - Clear Lake, Houston, Texas, United States*

Keywords: Affective co-creating, Pedagogies, Poetry

In an age of uncertainty, how can qualitative psychological research move beyond description to actively participate in world-making? This presentation introduces poetry as a radical methodological practice—not as an aesthetic afterthought, but as a mode of inquiry embedded from the conception of research design. And ethic-onto-epistemic-methodological approach. Drawing on faculty poetry workshops, we explore how poetic forms can function as data collection, analysis, and presentation, foregrounding affect, embodiment, and relationality. The poetry presented emerges from workshops with feminist faculty in higher education, focusing on their teaching experiences and pedagogical practices as lived, embodied knowledge.

What is less capitalist than creating something that does not seek profit but affect? Poetry resists commodification. Its creational purpose seeks transformation. By embracing uncertainty and giving it to the world, we argue that poetry enables us to push the boundaries of psychology and social sciences, establish a rich/insightful dialogue with the humanities and arts, and rethink our epistemologies toward social justice. This approach addresses key challenges of qualitative research—capturing and articulating complex phenomena—while creating knowledge that is as alive and situated as the voices it presents. Ultimately, we propose poetry as a method for producing different kinds of knowledge, where social justice is both the starting point and the horizon.



Thursday 9th July 2026, 10:40 - 12:20, CLI 005, Oral presentation

But it's just a short fictional story, so what? Exploring the value of story completion for getting at everyday meaning-making

BRAUN V. [1], CLARKE V. [2]

[1] School of Psychology, Waipapa Taumata Rau The University of Auckland, Auckland, New Zealand
[2] School of Social Sciences, College of Health, Science and Society, University of the West of England, Bristol, United Kingdom

Keywords: story-research, imaginative research, creative methods

We aim to demonstrate the potential of qualitative story completion for researchers interested in social justice, and social change, and driven by a vision of a better future. In a relatively short time, qualitative story completion has become recognised as a tool for getting at people's normative and unexpected meaning making worlds – used in research related to topics as diverse as disability, sexuality, and human<>technological entanglements. With different ways of generating, theorising, and analysing story data, as well as potential for combining with other methodological approaches, this creative (lite), resource lite, and often fun method is worth considering. Drawing on our own, the story completion research group members' and others use of the approach, we outline some of the key opportunities, challenges, considerations and questions for using qualitative research as a tool for positively-oriented world-imagining research.



Thursday 9th July 2026, 10:40 - 12:20, CLI 005, Oral presentation

Qualitative meta-analysis as a tool for studying social representations: the case of climate change and its future

PONS F. [1], *CAILLAUD S.* [1]

[1] *Laboratoire GRePS (Groupe de Recherche en Psychologie Sociétale), Lyon, France*

Keywords: Qualitative meta-analysis, Social representations, Climate change

This research highlights the relevance of qualitative meta-analysis for the study of social representations. Defined as the aggregation and integration of existing qualitative studies (Levitt, 2018; Timulak, 2009), this approach aims to overcome the limitations of isolated researches by offering a cumulative and integrative understanding of representational phenomena. It appears particularly well suited to capturing the complexity, diversity and evolution of representations, as it allows for the integration of studies conducted in a variety of temporal, cultural and communicational contexts. In order to demonstrate the scope of this method, a qualitative meta-analysis of 53 studies published between 2000 and 2024 on representations of climate change and its future was conducted. Taken together, these results show that representational processes are strongly structured by specific forms of anchoring, objectification and knowledge, which are themselves dependent on communicational and sociocultural contexts. Communicational contexts play a decisive role in how climate change and its future are represented, highlighting the importance of examining how different media and cultural channels contribute to shaping these representations. Beyond this empirical example, the study illustrates the methodological value of qualitative meta-analysis: it enables to document representational dynamics that are difficult to capture in a single survey, to compare different contexts and to identify cross-cutting patterns. This method thus constitutes an original and promising contribution to qualitative research, offering a robust framework for analysing the construction, circulation and evolution of social representations.



Thursday 9th July 2026, 10:40 - 12:20, CLI 005, Oral presentation

Bridging Interpretation and Systematisation: A Critical Interpretive Synthesis on the notion of fantasy through the psychoanalytical litterature

FLORES S. [1]

[1] *Université Catholique de Louvain - Faculté de psychologie, Louvain-la-Neuve, Belgium*

Keywords: CIS, psychoanalysis, meta-analysis

Our research focuses on the implementation of a Critical Interpretive Synthesis (CIS) applied to psychoanalytic literature. The main objective of this presentation is to detail the decision-making process developed for the selection and analysis of qualitative data drawn from psychoanalytic writings, particularly those addressing the notion of fantasy. Conducting a systematic and interpretive synthesis within a field traditionally resistant to standardization, such as psychoanalysis, raises specific methodological challenges that will be discussed.

We will outline the stages of data identification, inclusion criteria, and analytical procedures that guided the synthesis, emphasizing the balance between methodological rigor and interpretive flexibility. Special attention will be given to the process of translating theoretical and clinical texts into analyzable qualitative data, and to the difficulties inherent in maintaining fidelity to psychoanalytic discourse while ensuring transparency and reproducibility.

Through CIS, we aim to contribute to broader reflections on the feasibility of systematic syntheses in qualitative research involving heterogeneous and conceptually dense materials. As a concluding perspective, we will highlight the epistemological implications of applying a systematic framework to psychoanalytic literature, suggesting that such an approach can open new pathways for interdisciplinary dialogue between psychoanalysis, feminist theory, and contemporary qualitative methodologies.



Thursday 9th July 2026, 10:40 - 12:20, CLI 007, Oral presentation

Italian Professionals' Perspectives on Parenthood and Reproductive Justice for Trans and Nonbinary People

DI BATTISTA S. [1], *RUSSO C.* [1], *COSTACURTA M.* [2]

[1] *G. Marconi University, Rome, Italy*
[2] *Milano Statale University, Milan, Italy*

Keywords: parenthood, transgender and nonbinary people, reproductive rights

Although many transgender and nonbinary (TNB) individuals express a strong desire for parenthood, in Italy their aspirations are often constrained by sociocultural barriers, stigma, and the limited training of professionals supporting them during gender affirmation processes. Until 2015, Italian law No. 164/1982 was interpreted as requiring sterilization for legal gender recognition - a practice later declared unconstitutional. Despite such progress, Italian TNB individuals continue to face complex challenges in accessing parenthood, while healthcare, legal, and psychological systems remain insufficiently prepared to meet their needs. This qualitative study explored professionals' awareness and attitudes regarding the reproductive and parenting experiences of TNB clients. Three mini focus groups were conducted with twelve participants: four lawyers, four medical doctors, and four mental health professionals. Reflexive thematic analysis identified six central themes: (1) legislative and cultural barriers in Italy, (2) international legal solutions, (3) pathologizing discourse and everyday discrimination, (4) professional support networks, (5) internalized cisnormativity, and (6) rethinking parenthood in inclusive ways. Findings reveal how cisnormative frameworks continue to shape norms, practices and limit access to reproductive rights. Yet, participants also identified opportunities for transformation through intersectional collaboration and inclusive cultural change. Promoting reproductive justice for TNB people in Italy therefore requires not only policy reform and professional training, but also a collective redefinition of parenthood beyond binary assumptions.



Thursday 9th July 2026, 10:40 - 12:20, CLI 007, Oral presentation

Articulating male vulnerability: Qualitative research with men experiencing infertility

GOUGH B. [1]

[1] *Leeds Beckett University, Leeds, United Kingdom*

Keywords: Men, infertility, vulnerability

Our research with men experiencing infertility issues provides insights into the management of masculinity, vulnerability, and well-being. This presentation draws on several qualitative studies, including data from online forums in which men share the emotional burdens of infertility, discuss their help seeking and coping practices, and reflect on the lifestyle changes they've made in their efforts to boost fertility. We also draw on qualitative survey data in which men provide written accounts of their infertility struggles, for example, in relation to work pressures, strained interactions with family and friends, and difficulties around self-perceived masculinity.

All data were analysed using inductive, constructionist thematic analysis. Key findings highlight the emotional impact of infertility - compounded by accounts of being marginalized within reproductive health care settings. Another source of anguish relates to how friends and family members react to disclosures of infertility by men and their partners, which can be experienced as stigmatizing. The workplace presents another challenge for men going through infertility, particularly the stress induced by negotiating time off, career anxiety, and financial uncertainty. Finally, we consider the lifestyle changes associated with a range of marketplace 'solutions' to male infertility and the added burden that these new regimes may engender.

Our work on infertility, to date, clearly demonstrates that vulnerability remains an often silent or hidden experience for men. Conversely, we also note increased opportunities for peer support, especially online, and the potential for community interventions.



Thursday 9th July 2026, 10:40 - 12:20, CLI 007, Oral presentation

“You’re just not quite yourself”: A qualitative study of women’s experiences of perimenopause.

GOWDA A. [1], FOLEY S. [1], DEMPSEY M. [1]

[1] University College Cork, Cork, Ireland

Keywords: Menopause, Womens Health, Reflexive Thematic Analysis

Perimenopause refers to the period leading up to menopause, marking the end of a women’s reproductive cycle. Individual experience of perimenopause varies, but it can be a time of considerable physiological and psychological change. Research to date has indicated that examining lived experience of perimenopause can further inform the evidence base to support women going through menopause. This study aimed to explore the lived experience of menopause among women living in Ireland and examines the psycho-social sense-making that takes place during perimenopause. Purposive sampling was utilised, to recruit participants for 15 in-depth semi-structured interviews with women experiencing peri menopause. The data collected was analysed using Reflexive Thematic Analysis. Three themes were identified from the analysis: “You’re just not quite yourself”, “Poverty of Expectations”, and ‘Sharing of Experiences’. Our analysis highlights how women’s menopausal experiences are diverse, and informed by their social worlds and pre-existing views on healthy bodies. In addition, there was a shared recognition of the importance of menopausal awareness, retrospective meaning-making, and the positive influences of support systems. Based on this analysis, we constructed a sense-making framework, detailing the different stages of meaning making related to the perimenopause experience. This qualitative study provides in-depth insight into the lived experience of perimenopause in the Irish context. The sense-making framework contributes to the international literature regarding under-examined health experiences.



Thursday 9th July 2026, 10:40 - 12:20, CLI 007, Oral presentation

Changing kinship: the impact of new laws on social representations in France

DE LA TORRE E. [1], *KALAMPALIKIS N.* [1]

[1] *GRePS, Université Lumière Lyon 2, Bron, France*

Keywords: semi-structured interviews, legal change, people born from donation

Legal systems often try to support and regulate societal changes. The French context of the change in the bioethics law in 2021 is an embodiment of this. Thanks to this change, people born from donations can have access to the identity of their donor from majority. The previous principle of strict donor anonymity was becoming obsolete and the spread of recreational DNA tests allowing the connection of genetically related people is a reason for this (Zadeh et al., 2023; Neyroud et al., 2020). In this context, the emergence of a new legislative modality questions the way in which it's integrated into social representations and existing practices. Semi-structured interviews with people conceived by donation in France (n=22) were conducted. The thematic content analysis and the observations reveal the role of a qualitative approach in understanding the symbolic relationship of concerned people to this legal change. The relevance of this approach is observable in the expression of a critical view, but also in the way in which discourses are inscribed as expressions of social practices. For instance, the use of recreational DNA tests and the way in which it is systematically and spontaneously addressed in discourses question the persistence of this practice despite legislative changes. With the analysis we identify some possible explanations, such as the lack of legal consideration of other people conceived by the same donor. This research embodies the interest of a qualitative approach in the study of the integration of legislative measures into representations and practices of kinship.



Thursday 9th July 2026, 10:40 - 12:20, CLI 007, Oral presentation

Psychosocial implication, the status of the embryo and the (de)legitimization of biotechnologies

VINSON E. [1], *DANY L.* [1], *APOSTOLIDIS T.* [1]

[1] *LPS (UR849), Aix-Marseille University, Aix-en-Provence, France*

Keywords: human embryo, biotechnologies, social representations

Recent technoscientific innovations manipulating the embryo have transformed procreative and therapeutic practices, while redefining the boundaries of human life and its associated representations. The level of psychosocial implication to the embryo may influence these representations and the process of (de)legitimation of biotechnologies. This study aims to understand how psychosocial implication shapes the embryo's definition(s) of the object, the way the context in which it is seized and the individual life experiences justify it, as well as the ideological foundations underpinning these attitudes and representations.

In order to address the complexity of the phenomenon, twenty-two semi-structured interviews were conducted in France. Participants were selected base on their relationships among the embryo and related technologies: healthcare professionals (N = 8), (ex-) ART patients (N = 9) and child-free individuals (N = 5). Using a visual support, participants were questioned about their representations of the embryo, the beginning of life, parenthood, and biotechnologies. Thematic and lexicometric analysis show how the implication towards the embryo shapes perceptions of the object and influences the way people legitimize the way it is manipulated.

This study highlights the polyphasic dimension of socio-representational expressions concerning the human embryo, reflecting the plurality of knowledge sources about it and their conditions of actualization. Individuals' narratives reveal how the social and relational fabric intertwines within a system of norms that redefines human life, personhood and parenthood. This research contributes to shed light to the relevance of qualitative research to investigate the way biotechnologies are integrated or contested in contemporary societies.



Thursday 9th July 2026, 10:40 - 12:20, CLI 036, Oral presentation

Researching as Becoming: A Participatory and Future-Forming Inquiry into Urban Sustainability through the Swimmable Cities Movement

PÉREZ SUBIRANA C. [1], *CAMARGO-BORGES C.* [1], *MELLISEN F.* [1]

[1] *Breda University of Applied Sciences, Amsterdam, Netherlands*

Keywords: Participatory Research, Future-Forming, Sustainability Transitions

This oral communication explores how civic movements can act as catalysts for sustainability transitions by mobilizing not only structural change but also affective and participatory practices. Drawing on a qualitative case study of the Swimmable Cities Summit in Rotterdam, the research examines how pleasure, co-agency, and ecological reconnection emerged as core forces in reshaping urban relationships. Instead of relying on traditional impact metrics, the study adopts a participatory, future-forming approach that treats research itself as intervention, generating knowledge through co-experience, co-presence, and embodied dialogue.

Epistemologically grounded in social constructionism, the study draws on Sheila McNamee's notion of research as intervention and Kenneth Gergen's concept of future-forming inquiry. Data collection combined participant observation, in-situ interviews, photography, and reflexive journaling. Thematic analysis revealed three interwoven themes: Regenerating Through Joy, Co-Agency and Collective Imagination, and Re-signifying the Human–Nature Relationship. These findings challenge technocratic approaches to sustainability, showing how civic movements, through joy and symbolic action, can open up relational and sensory pathways to urban regeneration.

The study positions pleasure activism not as peripheral, but as a transformative, relational method, inviting people into new ways of being with place, nature, and one another. By framing research as participatory and future-forming, this paper contributes to an expanding vision of qualitative inquiry in which researchers are catalysts of change. It invites scholars to consider how research can enact transformation, not merely document it, and how joy and interaction can foster more inclusive and regenerative urban futures – especially within the context of sustainability transitions.



Thursday 9th July 2026, 10:40 - 12:20, CLI 036, Oral presentation

"Nature, it just feels … a nice thing to be out there I always come back calm": Employing qualitative methods to transform nature-based interventions

DONNACHIE C. [1], *FLOWERS P.* [1]

[1] *University of Strathclyde, Glasgow, United Kingdom*

Keywords: Nature, Underserved communities, Intervention development

The escalating mental health crisis and accelerating ecological degradation highlight the need for integrative approaches that reconceptualise wellbeing as ecologically intertwined. Nature-based interventions (NBIs), which promote therapeutic engagement with natural environments, have demonstrated promising effects on mental health and pro-environmental behaviours, yet underpinning mechanisms remain underexplored. Currently there is a paucity of inductive and deductive qualitative research integrating environmental health psychology perspectives, specifically involving minoritised and underserved groups experiencing widespread inequalities in accessing nature for therapeutic purposes. In this presentation we draw on data generated from semi-structured interviews and focus groups involving people from diverse minoritised and underserved populations, including people with experience of substance abuse, long-term health/mental health conditions, ethnic minorities and LGBTQIA+ communities. Data were analysed thematically employing an inductive and deductive approach. Inductive themes include experiential experiences pertaining to the therapeutic benefits of nature exposure: i.) 'Restoration' (e.g. reduced stress); ii.) 'Connection'; (e.g. interconnection with nature) and iii.) 'Spiritual dimension'. Themes generated deductively pertaining to 'barriers' and 'facilitators' included: i.) 'Environmental and structural factors (e.g. unsafe environments); ii.) Social and cultural elements (e.g. norms/stigma); and iii.) 'Individual and personal circumstances (e.g. mental health/physical constraints). These findings will be utilised to inform the design and development of evidence-based NBIs and highlight the need for targeted, culturally sensitised approaches. These findings will be shared with key stakeholders (e.g. third sector organisations/charities) to inform future nature-based approaches and initiatives to improve wellbeing and promote pro-environmental practices, involving diverse communities experiencing widespread inequalities.



Thursday 9th July 2026, 10:40 - 12:20, CLI 036, Oral presentation

"Working imaginatively with imagery: Psychological expertise and emplaced visioning for whole systems transformation"

HENWOOD K. [1]

[1] *Cardiff University, Cardiff, United Kingdom*

Keywords: Psychological expertise, affective methodology, visions and imagery

Psychological ideas are of wide social, cultural and political significance. Currently they have come centre-stage as part of efforts to deal with the climate emergency and related environmental problems. Yet it is not always possible in sharing psychological expertise to avoid capture by inquiry logics, following in the footsteps of ones holding extractive, instrumental or performative tendencies which can be difficult to surface. Uncertainties unfold whenever expert psychological knowledges intersect with other forms of visioning, thinking and feeling as utilised by influential stakeholders in the belief that their psychological knowledge can be transformative of whole technical-environmental-human-societal systems. The aim of this paper is to build bridges between psychological expertise and emplaced visioning for whole systems transformation. It will draw on research projects conducted over recent decades on modes of problematisation when academics working with policy researchers are engaged with problems arising at world scale and emergent global-local interdependencies. Projects elucidate community responses. Methods involve working imaginatively with the potentials of visual imagery to connect with net zero as a scientific idea and socio-cultural phenomenon. Two core qualitative methodologies (deliberative-affective workshops and longitudinal qualitative interviewing with creative engagements) involve face to face dialogue, with some online engagement. The talk will concentrate on building understanding about the kinds of things psychologist's study – or wish to study better. What is their real potential to enable transformation in knowledge at world scale given all its uncertainties and global-local interdependencies?



Thursday 9th July 2026, 10:40 - 12:20, CLI 036, Oral presentation

How Decision-Makers' representations can facilitate (or not) a more widespread adoption of Nature-Based Solutions (NBS)

NKOY-IHOMI C. [1,2], BERTOLDO R. [1], FRENCK-MESTRE C. [2], SANDOZ A. [3]

[1] Laboratoire de Psychologie Sociale (LPS), Aix-Marseille Université (EA849), Aix-en-Provence, France
[2] Laboratoire Parole et Langage (LPL), Aix-Marseille Université, CNRS (UMR7309), Aix-en-Provence, France
[3] Laboratoire de Chimie de l'Environnement (LCE), Aix-Marseille Université, CNRS (UMR7376), Marseille, France

Keywords: social representations, nature based solutions, decision-makers

Context. In the face of contemporary ecological and social crises, this research examines how local water policies are conceived, negotiated, and transformed between communities and their representatives (i.e. policymakers). Departing from the assumption that a more widespread and ambitious adoption of Nature-Based Solutions (NBS) must be tackled at the collective level, this study proposes to analyse how decision-makers represent NBS. While existing literature has mainly focused on technical or economic dimensions of NBS, few studies explore how decision-makers perceive, legitimize, or conversely resist these solutions, or how they account for public expectations. This study seeks to fill this gap by examining how decision-makers appropriate—or fail to appropriate—NBS within their territories.

Method. More precisely this study is based on 40 semi-structured interviews with decision makers and technical staff from the Aix-Marseille (N = 20) and Toulon (N = 20) metropolitan regions. The interviews covered topics related to their views about NBS and water management, how citizens are involved in local projects, and how they anticipate current trends regarding climate change. Interviews are fully transcribed and content analysed.

Expected results: as a novel tool for climate adaptation, NBS can be seen as disrupting to local water management practices. Results will discuss the tensions, resistances, and adaptation strategies for adopting (or resisting) NBS.



Thursday 9th July 2026, 10:40 - 12:20, CLI 034, Oral presentation

Working With and For the Koutiala Community within the StimNut Study: A Qualitative and Participatory Approach to Adapting and Integrating Psychosocial Stimulation Interventions for Children with Severe Acute Malnutrition and their Caregivers in Mali

PAYOTTE S. [1], DIALLO A. [2], LISSOUBA P. [1], LE ROCH K. [3], SCARPA G. [1], BABA SAMAKE O. [4], KEANE G. [5], BOSSARD C. [1]

[1] Epicentre-MSF France, Paris, France
[2] Médecins Sans Frontières, OCP, Mali, Mali
[3] Action Contre la Faim, Paris, France
[4] Association Malienne d'Eveil au Développement Durable, Koutiala, Mali
[5] Médecins Sans Frontières, OCP, Paris, France

Keywords: Malnutrition, Humanitarian settings, Participatory approach

In humanitarian settings, nutritional services addressing severe acute malnutrition (SAM) increasingly require a psychosocial dimension to support children's cognitive and social development. To strengthen the MSF programme in Koutiala, Mali, the StimNut study aimed to adapt and evaluate the integration of psychosocial stimulation interventions (PSI).

Using a qualitative, community-led approach, participatory workshops were conducted with community members to adapt PSI to the local sociocultural context. Then, interviews with health workers (HWs) and caregivers explored their experiences of PSI.

Community members identified sociocultural barriers to seeking care (e.g. stigmatisation, limited autonomy of women, and lack of awareness of malnutrition), fostered a collective reappropriation of the issues (e.g. desire to "break child feeding taboos") and co-develop locally grounded PSI integration strategies to ensure acceptability.

Among HWs, interviews revealed a range of perspectives, varying by their level of involvement. Those engaged as psychosocial workers described a process of self-reflection that led them to reconsider how they perceived caregivers (shifting towards a more empathetic and nuanced understanding) and mobilise different identity strategies to build trust with caregivers. From caregivers' perspective, narratives describe emotional transitions (from fear or anger towards joy and pride), strengthened self-esteem and improved relationships with children, HWs, and the wider community. Together, the findings highlight a transformation in actors' roles and interaction dynamics and in how child malnutrition care is defined and negotiated.

By creating spaces for dialogue and shared responsibility, the StimNut approach generated operational insights and supported the development of more holistic care with and for the Koutiala community.



Thursday 9th July 2026, 10:40 - 12:20, CLI 034, Oral presentation

Exploring mental health professional perspectives in psychedelic-assisted psychotherapy (LSD, MDMA and psilocybin): findings from the PSYCHE community-based participatory research project

MABIRE X. [1,2], *PSYCHÉDELOS N.* [3]

[1] *PHASE (Psychology of Health, Aging and Sport Examination), Université de Lausanne, Lausanne, Switzerland*
[2] *Inserm/UCBL Unit 1290 RESHAPE, Université Lumière Lyon 2, Lyon, France*
[3] *Psychédelos NGO, Genève, Switzerland*

Keywords: Psychedelic-assisted psychotherapy, Community-based participatory research, Mental health

The PSYCHE project investigates psychedelic-assisted psychotherapy (PAP) through a community-based participatory research approach. PAP utilise modified states of consciousness induced by substances such as psilocybin, LSD, or MDMA to facilitate therapeutic processes.

The project aims to gain a deeper understanding of the lived experiences of individuals who have undergone PAP, as well as the professional practices of therapists providing such therapy. It seeks to shed light on participants' needs regarding psychological preparation (set), therapeutic context (setting), and post-session integration, and to contribute to the development of more sensitive, ethically grounded, and experience-informed therapeutic approaches.

The project has been approved by the Cantonal Ethics Committee of Vaud (identifier: PSYCHE 2025-01039). This qualitative study consists of semi-structured interviews conducted in pairs, involving both a researcher and a patient-partner. Interviews are being carried out with six professionals or therapists providing PAP, as well as fifteen users who have undergone such therapies.

Data collection is currently ongoing at the time of proposing this abstract. The presentation will report preliminary findings from a reflexive thematic analysis of the interviews conducted with professionals. Early results will provide information on three areas of interest within the project: therapists' professional trajectories and motivations to engage in PAP; their practical approaches to set, setting, and integration; and the ethical, institutional, and regulatory challenges they encounter, alongside emerging perspectives for the responsible development of such practices in mental health care.



Thursday 9th July 2026, 10:40 - 12:20, CLI 034, Oral presentation

Working collectively on farmers' mental health? The RURAL community research project

PERRAY M. [1], *RURAL WORKING GROUP ..* [2]

[1] *Université Lumière Lyon 2, Reshape U1290, Bron, France*
[2] *Solidarités Paysans, Lyon, France*

Keywords: Mental health, Community-based research, well-being

Farmers face multiple challenges—economic, physical, environmental, and psychological—including significant mental health concerns (Cabanel & Férat, 2021). This study adopts a positive mental health approach, grounded in the identification of individual and collective strengths and resources that support well-being. In response to these issues, the RURAL community-based research project was co-developed by the association Solidarités Paysans and social psychology researchers. The project aims to explore social representations of mental health within agricultural communities, as well as the psychosocial resources that promote quality of life and well-being.

A collective of peer farmer volunteers and researchers collaborated to co-construct the research through five participatory workshops, involving the development of the research question, data collection tools, and mutual capacity-building. Between December 2024 and March 2025, 25 semi-structured interviews were conducted in the Auvergne-Rhône-Alpes region (France) by volunteer–researcher pairs. The interview guide, collaboratively designed, explored various domains of farmers' lives. Data were analysed using reflexive thematic analysis (Braun & Clarke, 2019), through iterative discussions between researchers and the working group.

Preliminary findings highlight the central role of time management, the importance of social support networks, and engagement in community life. Conversely, administrative burdens, financial pressures, and climate dependency emerged as significant stressors.

This research emphasises the value of qualitative studies conducted with and for farmers at every stage. It highlights the specific challenges of co-construction at each stage, as well as the added value of a participatory approach to gaining a detailed understanding of mental health issues in agriculture.



Thursday 9th July 2026, 10:40 - 12:20, CLI 034, Oral presentation

Towards a Gold Standard of Open Participatory Methods: Participatory Design of a Toolkit

MCCASHIN D. [1], *LOMBARD-VANCE R.* [1]

[1] *School of Psychology, Dublin City University, Dublin, Ireland*

Keywords: participatory methods, open science, co-design

Open science (OS) approaches in qualitative research are few, and generally absent in participatory qualitative methods particularly. Difficulties abound in applying OS to qualitative work, from ethical data management to concerns about appropriateness for sensitive topics.

For participatory methods (e.g., co-design, co-production), it's often unclear what methods were specifically employed and to what extent participants were meaningfully included, i.e., how participatory the participatory methods actually were. Differing forms of participation may be appropriate across settings, but there is no consensus on a standardised model.

OS is one toolset which could offer clarity. Although alternative frameworks have broached this, an agreed, OS approach to participatory research could provide coherent, collaborative means to establish a collective open participatory methods gold standard.

Informed by participatory models (e.g., Belgrave et al., 2022; Bell & Reed, 2022; Sanders et al., 2008; Spinuzzi, 2005), OS, and co-creation, we aim to develop a practical, universal toolkit for designing participatory qualitative research, aiming to promote methodological quality, rigour, transparency, and meaningful inclusion and participation.

Our proposed approach comprises three phases: 1) scoping 'forks in the road' in participatory qualitative research and open practices as seen by researchers and other stakeholders; 2) developing an inventory and SWOT analysis of extant participatory methodologies, and conducting a needs analysis, and; 3) participatory design research envisioning an open access toolkit.

We anticipate future adaptation and application of this toolkit to a broad range of participatory modes of multidisciplinary research. This initiative may interest persons advancing qualitative rigour or working in participatory contexts.



Thursday 9th July 2026, 10:40 - 12:20, CLI 034, Oral presentation

World-Making Through Participatory Action Research: Reflexive Challenges in Implementing Nature Prescription

COULOT-PRENANT A. [1], MELLOUET B. [2], BLAES B. [3], HAESEBAERT F. [4], HAESEBAERT J. [5]

[1] Research on Healthcare Performance RESHAPE, Inserm U1290, Université Claude Bernard Lyon 1, Lyon, France
[2] Médecin de santé publique indépendante, Lyon, France
[3] Centre de Santé Le Jardin Bron, Collège Universitaire de Médecine Générale UCBL, Bron, France
[4] Equipe PSYR2, Centre de Recherche en Neurosciences de Lyon, INSERM1028, CNRS UMR5292, UCBL, Bron, France
[5] Research on Healthcare Performance RESHAPE, Inserm U1290, Université Claude Bernard Lyon 1, HCL, Lyon, France

Keywords: Public Health, Reflexivity, Methodological Flexibility

This presentation will address the epistemological, methodological and positional tensions that emerge when a health psychology perspective intersects with a public health intervention project. These challenges will be illustrated through a participatory action research (PAR) to implement nature prescription into French clinical practice.
According to public health literature, exposure to nature benefits health but remains underused (Schultz et al., 2022). Therefore, we conducted 8 workshops involving health professionals and patients to co-design a nature prescription intervention inspired by foreign programs but tailored to local stakeholders. A subsequent phase will investigate the feasibility of the intervention.
Throughout the intervention process, several reflexive challenges emerged. First, the researcher's dual roles required navigating responsibilities as both facilitator and investigator, while negotiating expectations from participants and institutions. Second, methodological tensions emerged from the need to adapt workshops contents and objectives as the process unfolded. Procedures had to be adapted in real time, requiring a balance between contextual constraints and scientific rigor. These issues also raised broader questions about interdisciplinarity and the circulation of experiential and scientific expertise.
This contribution reflects on how qualitative researchers can navigate such contradictions. It concludes by outlining strategies to foster reflexivity, negotiate roles, and sustain methodological flexibility when conducting research within public health settings.



Thursday 9th July 2026, 14:00 - 16:00, CLI 035, Symposium

Presentation of the symposium

Symposium title: Struggling with sense-making through dialogical and relational research practices in psychological research and interventions

IANEVA M. [1], GALUPPO L. [2], RIPAMONTI S. [2]

[1] CRTD Cnam, Paris, France
[2] Università Cattolica del Sacro Cuore, Milan, Italy

Keywords: Intervention, Reflexivity, Dialogue

Dialogical and relational research and interventionist approaches based on qualitative methods, such as the Clinic of Work (Lhuilier, 2006), the reflexive action-research (Ripamonti & al., 2016), provide basis for developing knowledge, learning and change within organizations. These approaches share a focus on dialogical and relational processes as a way of supporting individual and collective reflexive practices and developing human knowledge and transformative agency (Stetsenko, 2017). They rely on relational labor (Baym, 2015), which involves developing and managing relationships with “others” in the field to understand social and meaning-making processes.

In today’s unstable environments, workers often experience meaninglessness rather than meaningfulness (see Bal et al., 2025). Research on "bullshit" work experiences (Graeber, 2018), the absurdity of workplaces (Bal et al., 2023), phenomena such as work alienation reveal the growing disconnection between individuals and their workplaces and their condition of struggling with sensemaking.

The aim of the symposium is to explore how dialogical and relational research and intervention contribute to the development of sense-making through reflexivity and critical reflexivity (Ng et al., 2019, p. 1124). To do so, this symposium gathers contributions that highlight the way qualitative research and interventions sustain relational spaces to generate meaning and reflexivity. What are the psychological, social and organizational conditions that support these elaborative and dialogical research and intervention practices? How do individuals, collectives and management get to be involved in and collaborate to these research practices? What are the difficulties that psychologists / researchers are faced with when implementing such a research and interventions ?

Thursday 9th July 2026, 14:00 - 16:00, CLI 035, Symposium

Project DePopReDem: exploring populism in Italy as an emotional symbolization of the political reality

Symposium title: Struggling with sense-making through dialogical and relational research practices in psychological research and interventions

ANTONINI M. [1], DOLCETTI F. [2,3], BISOGNI F. [2], ACHILLI A. [3], GALLUCCI D. [4]

[1] Cattolica del Sacro Cuore University of Milan, milan, Italy
[2] SPS - Studio di psicosociologia, Rome, Italy
[3] Studio ROS, Rome, Italy
[4] Università di Padova, Padova, Italy

Keywords: Emotional Textual Analysis, Populism, Psychoanalysis

The rise of populism increasingly concerns Western democracies, as both a symptom of systemic crises and a force reshaping the symbolic foundations of political life. Scholarly approaches – whether descriptive, focused on identifying stylistic and ideological traits or discursive, emphasizing antagonistic identity formations – capture important aspects of this phenomenon with the latter opening to potential conceptualizations of the affective and symbolic dynamics that sustain populist mobilizations.

With an action research in Italy, this paper advances a semiotic-psychoanalytical perspective to populism that further contributes to the discursive scholarships by exploring its interplay with the affective symbolizations of the political reality. Emotional Textual Analysis, a qualitative methodology building on the psychoanalytical theories of affective symbolizations and collusion, was used to explore and provide an understanding of how the political attitudes currently labelled as “populism” result from the emotional meanings that shape our experience of the political reality.

Findings provide some symbolic models useful for understanding that populism thrives not only on rhetorical simplification but also on its capacity to restructure affective investments when institutional and symbolic systems are in crisis. By foregrounding the role of affective symbolizations, we argue that populism should be understood as both a reaction to institutional voids and a potential vehicle for the reconstruction of political meaning. This perspective highlights the need for social sciences to engage more deeply with the interplay between symbolic orders, affective life and democratic transformations, opening new directions for interdisciplinary inquiry into the future of political subjectivity.



Thursday 9th July 2026, 14:00 - 16:00, CLI 035, Symposium

Inactive adult men and trajectories of working identity construction

Symposium title: Struggling with sense-making through dialogical and relational research practices in psychological research and interventions

RIPAMONTI S. [1], *MILESI P.* [1], *GIULIANI C.* [1]

[1] *Catholic University of Milan, Busto Arsizio, Italy*

Keywords: identity, work, reflexivity

This paper focuses on voluntary labor inactivity among Italian adult men of working age (35–55years), with particular attention to those who, while potentially employable, consciously choose to withdraw from the labor market without expressing any intention to return. The research centers on men's lived experiences of this condition, exploring the deeper motivations behind such decisions, the identity transformations it entails, and the adaptive strategies they develop. In this perspective, the concept of a post-work liminal space is introduced—an existential transition zone in which individuals redefine their role and sense of worth outside the traditional framework of work. Through a qualitative approach based on interviews, the study investigates how these men construct new personal and social meanings, distancing themselves from normative narratives tied to productivity and performance. Particular attention is paid to the impact of this choice on their relational, family, and social dimensions of everyday life. The goal is to offer an alternative interpretation of male inactivity—one that moves beyond conventional views that automatically associate it with involuntary unemployment or individual failure. The study identifies four main motivational clusters that guide the decision toward inactivity, highlighting the complexity and multifaceted nature of a phenomenon that remains underexplored yet is crucial for understanding the evolving relationship between men, work, and identity in contemporary society. It is essential to reactivate the dialogue between identity and possibility. Many of these individuals have distanced themselves from work because it no longer aligns with their sense of self.



Thursday 9th July 2026, 14:00 - 16:00, CLI 035, Symposium

The design of « flexible » work environments at work : elaborating on the relationship between (work)space and activity

Symposium title: Struggling with sense-making through dialogical and relational research practices in psychological research and interventions

LAI C. [1], IANEVA M. [1], BOBILLIER CHAUMON M. [1]

[1] CRTD, Cnam, Paris, France

Keywords: Workspace, Activity, Simulation

Decisions such as moving or setting up an office with activity-based flexible offices (Ajzen and Taskin, 2021) are aimed at addressing work-related challenges - fostering productivity, supporting knowledge-sharing and employees' wellbeing, developing innovation and flexibility (Appel-Meulenbroek, 2014). However, the comprehensive qualitative analysis of situated work practices and collective object-oriented activities of flexible offices remains insufficiently addressed in the process of the design, as "design" and "use" are considered as two separated processes.

Building on the Clinic of use perspective (Bobillier Chaumon, 2021) and on situated cognition models (Lave, 1988), we argue that the quality of the design – understood as social, material and dialogical process – is crucial to the appropriation of the workspaces as a meaningful feature of workers' ongoing activities.

In line with our theoretical framework, we used a simulation method (Van Belleghem, 2020) to support the reflexivity of a group of office designers on building the relationship between (work)space and activity. One of the results of this simulation workshop was the design of a user workshop that could subsequently be deployed during design projects. The group was composed of different design practitioners (two workspace consultants, a change management consultant and an architect), and of two researchers around a series of seven co-construction sessions (2.5 hours on average). Five of these sessions were recorded and transcribed.

Our analysis focus on meaning-making dialogical and reflexive processes throughout the sessions. The designers apprehended the spatial object in its moving and developmental dimensions, which enabled them to develop their own



Thursday 9th July 2026, 14:00 - 16:00, CLI 035, Symposium

“You’re the researcher — it’s up to you to tell us” : On the challenge of building spaces for reflexivity in hybrid organisations

Symposium title: Struggling with sense-making through dialogical and relational research practices in psychological research and interventions

STÉPHAN J. [2], IANEVA M. [1], BOBILLIER CHAUMON M. [1]

[1] CRTD Cnam, Paris, France
[2] CRTD-LISE Cnam, Paris, France

Keywords: Intervention, Work analysis, Reflexivity

The recent health crisis accelerated the implementation of flexible work arrangements such as activity-based work environments, multi-located, hybrid work, agile working, project management and outsourcing of services. While these arrangements are expected to enhance efficiency, work-life balance, to reduce commuting time (Aksoy et al., 2023), they also put significant challenges to cooperative practices and organizational processes.

Workplace interventions in Clinic of Work (Lhuilier, 2006) understood as « joint practice engaging researchers and practitioners in social transformation » (Kloetzer, 2018, p.204), involve the design and implementation of a « dialogical framework » : a structured dialogue between a collective of volunteer workers on the one hand, and the management team, and other stakeholders (trade unions, human resources, occupational physician) who requested the intervention, on the other. This dialogue features several collective sessions designed to support the practitioners’ reflexivity at work. As such, interventions in this approach open up shared sociomaterial spaces that enable workers to re-position themselves as authors of their activity and develop their power to act within their professional milieu, on their organization and upon themselves (Kloetzer, Clot and Quillerou-Grivot, 2015, p.51).

Building upon a research-intervention in the Clinic of Work approach within a global French energy company, we explore the social, psychological, material and organizational conditions that support reflexivity at work. Our analysis, drawing on the clinic of intervention approach (Rouat and Bobillier Chaumon, 2025), highlights how modern hybrid organisations often impede on reflexivity at the workplace. The results bring forward a discussion on interventionist methods and methodology.



Thursday 9th July 2026, 14:00 - 16:00, CLI 008, Symposium

Presentation of the symposium

Symposium title: Teaching and Supervising Qualitative Research in Psychology: Transmission Tensions

UMMEL D. [1,2], *MERCERAT C.* [3]

[1] *Université de Lausanne, Lausanne, Switzerland*
[2] *Université de Sherbrooke, Longueuil, Canada*
[3] *Université de Montréal, Montréal, Canada*

Keywords: Teaching, Supervising, Reflexivity

Psychological research has long been, and continues to be, shaped predominantly by quantitative, post-positivist paradigms. In contrast, qualitative methodologies present distinct epistemological and pedagogical challenges, particularly when it comes to teaching and supervising within the discipline of psychology. These challenges include navigating non-consensual or contested topics (e.g., the rigour of qualitative methods), adapting pedagogical approaches, and addressing the needs of an increasingly large and diverse student population at both undergraduate and graduate levels.

This symposium provides a platform for critical reflection and dialogue on the pedagogical and epistemological issues inherent in the teaching and supervising of qualitative research in psychology. The session is structured in two parts.

The first part includes two presentations focused on undergraduate-level education. The first addresses the challenges of conveying the ontological foundations of qualitative research within psychology curricula. The second presents an innovative pedagogical initiative grounded in Tracy's (2010) criteria for evaluating the quality – or rigour – of qualitative research.

The second part comprises two presentations related to graduate-level supervision and emotional safety. The first explores the specific needs and challenges faced by early-career qualitative researchers, particularly those conducting ethnographic fieldwork in unfamiliar cultural contexts. The second discusses the importance of fostering a safe and supportive environment for students undertaking research on sensitive or emotionally charged topics.

By the end of the symposium, attendees will have gained valuable insights and practical strategies to enhance their approaches to teaching and supervising qualitative research, informed by the four presentations and the collective discussion that will follow.



Thursday 9th July 2026, 14:00 - 16:00, CLI 008, Symposium

Ontological Tensions and Enunciative Positioning in Teaching Qualitative Methodology

Symposium title: Teaching and Supervising Qualitative Research in Psychology: Transmission Tensions

DOS SANTOS MAMED M. [1]

[1] *Université de Lausanne, Lausanne, Switzerland*

Keywords: Ontological tensions, social interactions, Enunciative theories

Teaching qualitative methodology in psychology often brings to the fore underlying ontological tensions. These tensions concern the way human beings are conceived—relational, socially embedded, shaped by and traversed through social facts and inequalities—which can challenge students accustomed to the epistemological frameworks of experimental psychology and its ideal of quantifiable objectivity. Such teaching situations tend to re-enact historical debates within psychology about the place of subjectivity and intersubjectivity in scientific inquiry.

Drawing on an interactionist framework (Mead, 1934; Blumer, 1969; Goffman, 1959), this presentation explores these tensions through a concrete episode that occurred during a graduate-level seminar on qualitative methods at the University of Lausanne. The episode began with a student's statement: "I don't think qualitative methodology is scientific." This remark triggered a series of enunciative shifts, as the instructor's discourse moved from an explanatory mode—typical of teaching—to an argumentative one, aimed at negotiating the epistemic and ontological status of qualitative inquiry.

Using insights from linguistic and enunciative theories (Bronckart, 1997; Ducrot, 1984; Rabatel, 2004), the analysis highlights how such discursive repositioning reveals both the pedagogical and epistemological costs of teaching qualitative research in a discipline historically dominated by positivist paradigms. By examining this episode, the presentation invites reflection on how enunciative positioning shapes the appropriation of qualitative methodology by psychology students, and how educators might navigate the dialogical and sometimes conflictual terrain of its transmission.



Thursday 9th July 2026, 14:00 - 16:00, CLI 008, Symposium

Doing ethnography from an interdisciplinary perspective: working through neocolonial research in psychology by engaging with reflexivity

Symposium title: Teaching and Supervising Qualitative Research in Psychology: Transmission Tensions

PIGEON-GAGNÉ E. [1]

[1] *University of Ottawa, Ottawa, Canada*

Keywords: critical ethnography, reflexivity, colonization

To fuel our symposium on learning and teaching, in this presentation I will draw on a recent reflective paper (Pigeon-Gagné, 2024) in which I recount the complex, intellectually challenging, and emotionally demanding journey I undertook during my doctoral studies. The research on which this presentation is based is a critical ethnographic study rooted in an interdisciplinary perspective and conducted in Burkina Faso (2015-2017). It took me several years before I was able to write about these fieldworks and reach a reflective understanding that I believe is essential, as it allows us to understand 1) the vulnerability of researchers when they choose to engage with fieldworks where exclusion, colonization, and oppression are at the heart of the phenomena of interest, 2) the difficulties of conducting interdisciplinary research and using ethnographic methods in psychology, and 3) the added value of conducting this type of research by focusing on the researcher's emotional experience. The reflections discussed in this presentation are nourished and enhanced by recent and current experiences (since 2023), from the perspective of a researcher who offers support to teams of young researchers in Burkina Faso on issues related to mental health and qualitative research. During the presentation, these experiences will be reviewed to offer avenues for reflection to young researchers undertaking this type of approach. The focus will also be on senior researchers by reflecting on strategies for providing supervision in a way that ensures rigor while supporting the well-being of doctoral students who choose to engage in such complex issues.



Thursday 9th July 2026, 14:00 - 16:00, CLI 008, Symposium

Understanding and Assessing Rigour in Qualitative Research: A Teaching Initiative

Symposium title: Teaching and Supervising Qualitative Research in Psychology: Transmission Tensions

UMMEL D. [1,2]

[1] *Université de Lausanne, Lausanne, Switzerland*
[2] *Université de Sherbrooke, Longueuil, Canada*

Keywords: Rigour, Teaching, Pedagogy

Rigour in qualitative research has long been, and continues to be, the subject of considerable debate and controversy within the scientific community, in particular among researchers conducting qualitative research in psychology. This is largely since assessing the quality of qualitative research cannot follow the same standards or procedures as those applied to quantitative research.

In the early 1990s, Lincoln and Guba proposed an adaptation of the criteria traditionally used to assess rigour in quantitative research-namely, credibility, transferability, dependability, and confirmability. Despite the numerous critiques these criteria have received over time, they remain widely used in academic publication as well as in editorial checklists used during the peer-reviewed process. In recent decades, additional criteria have emerged (e.g., transparency, reflexivity, triangulation, adherence to reporting guidelines like the COREQ checklist).

This presentation will begin by briefly addressing the specificities of rigour in qualitative research, with a particular focus on its implications for teaching qualitative methods at the undergraduate level. Emphasis will be placed on the challenges of conveying rigour within this educational context. The core of the presentation will involve sharing a pedagogical initiative inspired by Tracy's (2010) "eight big-tent" criteria for qualitative research quality. Both these criteria and the associated teaching initiative will be presented in detail. Finally, the strengths, limitations, and potential areas for improvement of the teaching approach will be discussed with the audience. This session aims to encourage participants to further reflect on the conceptual foundations and paradigmatic considerations underlying the notion of rigour in qualitative research.



Thursday 9th July 2026, 14:00 - 16:00, CLI 008, Oral presentation

Reflexive Journaling through Dialogue: Methodological and Reflexivity Practices through a Dyadic Researcher–Student Lens

ST-DENIS E. [2], *MERCERAT C.* [1]

[1] *Université de Montréal, Montréal, Canada*
[2] *Université du Québec à Montréal, Montréal, Canada*

Keywords: Supervision, Reflective practice, Sensitive topics

Conducting research on "sensitive" topics—such as violence, death, bereavement, illness, or discrimination—raises complex methodological and human issues. While the literature acknowledges the risks associated with such research, the definition of what constitutes a "sensitive topic" remains ambiguous, depending as much on the content itself as on the researcher's own perspective. In qualitative approaches, where prolonged contact with participants and data is central, this type of research can have psychological, emotional, and even physical repercussions, ranging from compassion fatigue to vicarious trauma. As psychologists, there is a strong likelihood that we will engage with sensitive topics, and early-career researchers and graduate students are particularly at risk of such consequences—potentially affecting their well-being and career trajectories.

This presentation, drawn from a project on the mental health of researchers working on sensitive topics, offers a reflexive dialogue between a principal investigator (CM) and her graduate student (ESD), who conducted most of the interviews. Based on audio research journals and recorded discussions held throughout the process, we explore how emotions, vulnerability, and methodological adjustments intertwine in the conduct of such research.

Grounded in a reflexive stance, this communication addresses the management of emotional resonance, the co-construction of meaning within the research relationship, and strategies for ethical support and supervision in qualitative projects dealing with sensitive topics.



Thursday 9th July 2026, 14:00 - 16:00, CLI 005, Symposium

Presentation of the symposium

Symposium title: Qualitative research for socio-environmental transformation: Approaches based on environmental psychology

PELLICER CARDONA I. [1], *CASTRECHINI TROTTA A.* [2]

[1] *Universitat Autònoma de Barcelona (UAB), Bellaterra (Barcelona), Spain*
[2] *Universitat de Barcelona (UB), Barcelona, Spain*

Keywords: participatory methods, situated knowledge, environmental psychology

This symposium proposes a dialogue between qualitative research projects that reflect on the need to construct situated knowledge to understand the complexity of inhabiting cities and other territories in the context of economic, climatic, and social crises that transform daily life and psychological well-being.

The contributions bring together experiences that explore the dynamic processes of interaction between people and their environment through participatory and immersive methodologies. Through **participant observation**, the symposium reflects on the experiences of *expats* (people residing in a country with a different culture) and, through **walking interviews** with people experiencing homelessness, examines how they inhabit and experience the city. Additionally, research based on **focus groups** and **exploratory walks** is presented, addressing the perception of flood risks and (in)security in public spaces, respectively. Similarly, **semi-structured interviews** and **mental maps** are used to explore social representations linked to the coastline, how this living space is appropriated, and the identity construction processes that occur there.

Together, these experiences highlight how qualitative tools reveal the symbolic, emotional, and physical dimensions of our relationship with the environment, providing access to the situated knowledge and embodied experiences of those who inhabit these spaces. These works show that qualitative methodologies not only help describe and understand urban and territorial phenomena but also foster reflection and transformation processes, both within participating communities and among researchers. The symposium thus underscores the potential of an Environmental Psychology committed to action and capable of generating relevant, participatory knowledge oriented toward socio-environmental justice.



Thursday 9th July 2026, 14:00 - 16:00, CLI 005, Symposium

Finding the unexpected: interaction and integration. Participant Observation in protest actions in public space.

Symposium title: Qualitative research for socio-environmental transformation: Approaches based on environmental psychology

POL E. [1]

[1] *Social Psychology Section, University of Barcelona, Barcelona, Spain*

Keywords: expats, urban transformation, integration

Globalization has generated processes of substitution and diversification in urban populations. These are often linked to demographic ageing and gentrification, which bring new residents with diverse backgrounds and lifestyles. Such transformations produce profound changes in neighbourhood composition, social dynamics, local commerce, and the use of public space.

In many European cities, the so-called expats have gained both presence and visibility. They are typically adults in their thirties and forties who, due to the nature of their work - often remote or highly mobile - maintain a few professional or social ties to their place of residence. They tend to live somewhat isolated from local communities, often viewing their stay as temporary. However, when they form relationships and have children, they become more aware of the need for integration and a sense of rooting to the place.

A reflection derived from a process of urban ethnography conducted around various activities promoted by the associative network of a central neighbourhood in Barcelona, l'Esquerra de l'Eixample, will be presented. Through participant observation of spontaneous interactions with expats that emerged during different neighbourhood, cultural, and demand initiatives for improvements in public space, as well as through semi-structured interviews with expats, a form of situated knowledge has been developed about the social dynamics accompanying urban renewal and about the processes and facilitators that enable different levels of interaction and integration.



Thursday 9th July 2026, 14:00 - 16:00, CLI 005, Symposium

Listening to Risk: Focus Groups as a Participatory Tool to Understand Social Perception of Flooding Risk

Symposium title: 'Qualitative research for socio-environmental transformation: Approaches based on environmental psychology'.

CASTRECHINI A. [1], *VANCEA M.* [1], *FORÉS A.* [1], *SALAZAR I.* [1]

[1] *University of Barcelona, Barcelona, Spain*

Keywords: Focus Groups, Risk Perception, Environmental Communication

The RISCOM Project: Risk Perception, Disinformation and Community Resilience – Promoting Safety in Flood-Related Climate Emergencies, funded by the University of Barcelona, seeks to deepen the understanding of how individuals perceive, interpret, and cope with environmental risks in their daily lives. Within this framework, focus groups have been employed as a key participatory method to foster dialogue, collective reflection, and data generation on the psychosocial processes shaping the perception of flood risk. This approach enables an inductive exploration of why the perceived risk of floods and heavy rains tends to be lower compared to other environmental threats.

As a qualitative technique, focus groups allow researchers to capture not only individual opinions but also the interactive and emotional dynamics that emerge as participants exchange experiences, memories, and interpretations. Through this collective narration, shared representations of risk and resilience become visible.

The focus group discussions were complemented by two additional participatory tools: risk mapping, in which participants identified areas perceived as safe or unsafe during heavy rainfall, and an emotional thermometer, used to assess levels of concern and perceived vulnerability to flooding. These tools enriched the analysis by integrating spatial and affective dimensions into the understanding of environmental risk perception.

This communication argues that when focus groups are conceived from a participatory and qualitative standpoint, they not only collect data but also generate situated, transformative knowledge about the relationships between risk, territory, and community.



Thursday 9th July 2026, 14:00 - 16:00, CLI 005, Symposium

Understanding the socio-spatial issues by mapping local changes and developments

Symposium title: Qualitative research for socio-environmental transformation: Approaches based on environmental psychology

GUILLOU E. [1], BUSCHINI F. [1], FARGE A. [1], ÁRNADOTTIR F. [2]

[1] Université de Bretagne Occidentale, 29200 Brest, France
[2] University Centre of the Westfjords, 400 Ísafjörður, Iceland

Keywords: mental maps, risks and issues, socio-spatial representations

The reMERci research project focuses on studying social representations linked to the seaside, the appropriation of this living space, and the processes of identity constructions that take place there. Through the study of these socio-spatial and identity constructions in particular, the objective is also to understand how the inhabitants of these territories perceive the issues and the risks associated.
To do this, 48 semi-structured interviews were conducted with inhabitants of seaside communities in France (Brittany) and Iceland (West Fjords). Mental maps were used as a support tool. Four layers (represented by four different colors) were drawn on paper: the first layer (black) represented the living space, the second (green) represented the life trajectory, the third (red) represented changes in the living space, and the fourth (purple) represented intergroup relationships within this space. Each layer thus revealed situated knowledge and lived experiences. Analyzed together, these maps make it possible to identify not only subjective experiences, but also (collective) socio-spatial representations of the seaside.
This paper proposes to focus more specifically on the third layer (territorial changes) by showing how mental maps, supported by semi-structured interviews, enable the visualization of the transformations described, thereby helping to understand the territorial issues and associated risks. The aim is to identify how risks develop over time based on the elements that the inhabitants of a territory value and consider important (the issues). Mental maps are thus discussed as an ideal tool for making these risks visible and objective, like social representations of living space.

Thursday 9th July 2026, 14:00 - 16:00, CLI 005, Symposium

Walking Without a Roof: The Construction of Home and Meanings of Public Space from the Experience of People Experiencing Homelessness

Symposium title: Qualitative research for socio-environmental transformation: Approaches based on environmental psychology

RAMIREZ C. [1]

[1] *University of Costa Rica, San Jose, Costa Rica*

Keywords: people experiencing homelessness, home, public space

Qualitative research enables the understanding of meanings and practices that emerge in contexts of exclusion, making visible alternative ways of inhabiting that challenge normative categories of home and public space. This paper explores the symbolic processes involved in the homemaking process among people experiencing homelessness, focusing on the material, relational, and emotional dimensions of their relationship with the city.

The study was conducted in Barcelona (Spain) and San José (Costa Rica) through an ethnographic approach combining participant observation, informal conversations, and walking interviews carried out with individuals inhabiting public spaces. The walking interview methodology allows access to situated and embodied knowledge that emerges while moving through places, capturing the relationship between body, memory, and territory.

Findings reveal that people experiencing homelessness construct meanings of home through processes of temporary appropriation, mutual recognition, and symbolic delimitation of space, while constantly facing the threat of eviction and stigma. At the same time, the fieldwork prompted an ethical and epistemological reflection on the role of the researcher, the co-production of knowledge, and the need for methodologies that accompany—rather than merely observe—the realities they seek to study.

This experience highlights the value of walking interviews and situated qualitative research not only for understanding urban phenomena but also as a method that gives voice to those rendered invisible, contributing to social and reparative justice (Ramírez et al., 2023).



Thursday 9th July 2026, 14:00 - 16:00, CLI 005, Symposium

Embodied Knowledge and Urban Insecurity: Transformative Potentials of Exploratory Walks

Symposium title: Qualitative research for socio-environmental transformation: Approaches based on environmental psychology

PELLICER CARDONA I. [1], *ROJAS ARREDONDO J.* [1]

[1] *Universitat Autònoma de Barcelona (UAB), Bellaterra (Barcelona), Spain*

Keywords: Perception of insecurity, exploratory walks, situated knowledge

The perception of insecurity is one of the factors that most strongly affects everyday use of public spaces. In order to generate situated knowledge that would contribute to the creation of a more equitable city, as well as to showcase the potential of a participatory tool, exploratory walks (also known as participatory safety walks) were carried out with various groups of postgraduate students from the University of Barcelona and the Autonomous University of Barcelona.

These walks were specifically designed for future professionals specialising in psychosocial intervention, urban planning, public policy design and environmental management. The walks aimed to strengthen participants' ability to understand everyday experiences in public spaces from a critical and situated perspective. Promoted by feminist urbanism as a method for conducting safety audits and urban diagnoses, the exploratory walks allowed participants to tour urban spaces collectively, analyse them, and share their emotions, perceptions, and proposals for improvement. These experiences highlighted inequalities in the use and enjoyment of public spaces, fostering collective awareness. Participants spontaneously shared emotions and support when confronting their personal experiences and social representations of dangers and risks in the city. After implementing the tool in all groups, their contributions were reflected upon.

Beyond the analytical results, which demonstrate that insecurity occurs simultaneously at physical and symbolic levels, it was found that walking through the space and engaging in group dialogue fosters the development of situated knowledge. This generates complicity among participants while also transforming them through the shared experience of the exercise.



Thursday 9th July 2026, 14:00 - 16:00, CLI 007, Symposium

Psychosocial and Community-Based Approaches to One Health: Co-constructing Preparedness and Response to Emerging Infectious Diseases in the Brazilian Amazon

Symposium title: Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

FONT-CRESPO M. [1,2], PUPPO C. [1], PRÉAU M. [1], COSTA H. [2,3], CAMPOS-SILVA J. [2,3], FERRAZ D. [1]

[1] Université Lumière Lyon 2, Bron, France
[2] Instituto Nacional de Pesquisas da Amazônia, Manaus, Brasil
[3] Instituto Juruá, Manaus, Brasil

Keywords: One Health, Amazon, Emerging Infectious diseases

Emerging infectious diseases (EIDs) are a critical public health concern, particularly in the aftermath of the COVID-19 pandemic. Psychosocial factors—such as risk perception, trust, and social cohesion—are fundamental determinants of effective preparedness and response to the potential health crises caused by EIDs.

The ECO-Amazon Study is a community-based research initiative that integrates One Health (OH) and community-based approaches to examine the psychosocial and institutional conditions for responding to EIDs in the Middle Juruá region of the Brazilian Amazon. In addition to the co-construction of knowledge that underpins community-based research, the project seeks to establish a theoretical articulation between the systemic perspective proposed by One Health and Indigenous Brazilian cosmologies, which emphasize the interdependence among all living beings.

This presentation examines how these approaches are being combined with concepts and tools from social health psychology to develop a qualitative theoretical–methodological framework that integrates scientific and local epistemologies to strengthen preparedness and response to EIDs. We will discuss the partnerships established with local community-based organizations and scientific institutions, as well as the collaborative work between scientific and community researchers in designing the methodological approach and conducting fieldwork.

Thursday 9th July 2026, 14:00 - 16:00, CLI 007, Symposium

Co-constructing Qualitative Tools with Student Caregivers: Insights from a Community-Based Research Approach

Symposium title: Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

FAYARD O. [1], *LEROY T.* [1], *PRÉAU M.* [1]

[1] *U1290 Reshape - Université Lumière Lyon 2, Bron, France*

Keywords: Community-based research, Student caregivers, Experiential knowledge

Still an emerging topic in the literature, young adult caregivers are increasingly at the center of new social and academic concerns and are the focus of research projects aiming to better understand their lived experiences and life conditions across different cultural contexts (Jarrige et al., 2020). This population includes young adults enrolled in higher education who provide daily care to a relative due to illness, loss of autonomy, or disability (*ibid*).The general aim of this research is to take a step aside from approaches that focus solely on lived experience, in order to better understand the needs of these young people and to co-construct an intervention-oriented research process. This project is part of a community-based participatory research approach that seeks to explore the psychosocial issues experienced by student caregivers. Within this broader framework, the purpose of this presentation is to examine how to co-construct qualitative tools that make it possible to collect and value the experiences of student caregivers within a community-based research setting. This approach is original in co-constructing qualitative tools within a community-based framework rather than using the more common quantitative instruments. This co-construction process involves joint reflection on the vocabulary used, the forms of participation, and the ethical conditions that ensure equitable collaboration between researchers and participants. This approach invites reflection on how academic and experiential forms of knowledge are articulated, and on what this articulation implies for the researcher's positionality. The presentation will reflect on how the early stages of this co-construction reshape qualitative research with student caregivers.



Thursday 9th July 2026, 14:00 - 16:00, CLI 007, Symposium

Ensuring quality in participatory qualitative research: developing and evaluating a training for patient-researchers

Symposium title: Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

BAUQUIER C. [1,2], PANNARD M. [1,2], BAILLAT L. [1,2], TAVERNON C. [1,2], SEVENNE M. [2], DENIEUL C. [2], SEGAUD E. [2], CHATELIER J. [1], JEAN-DAUBIAS S. [2], MOULINE M. [2], GERARD A. [2], PRÉAU M. [1,2]

[1] Inserm U1290 Reshape, Université Lyon 2, Lyon, France
[2] Groupe de Recherche IMPAQT, Seintinelles, Paris, France

Keywords: research training, patient engagement, patient-researchers

The Ancolies project is a community-based research initiative that aimed to explore the quality of life of women experiencing cognitive difficulties that they associate with hormone therapy used in cancer treatment. Within this framework, several patient-researchers from the IMPAQT group took part in the collection of qualitative data. Their lived experience of illness and their position as peers to the interviewees constitute an asset for the research, as they help create a climate of trust and bring a sensitive, nuanced understanding to the narratives collected. However, this experiential expertise alone is not sufficient to ensure the methodological rigor required for qualitative data collection. For this reason, a mandatory training program on conducting individual research interviews was developed and implemented by social psychology researchers.

This presentation aims to describe the training program, its purpose, and its evaluation. The program, structured into three modules, builds on an existing group dynamic and emphasizes experience sharing among participants. The evaluation combines observation, audio recording of the second module, and a post-training questionnaire. This analysis seeks to document training practices that promote methodological quality and reflexivity within participatory qualitative research.



Thursday 9th July 2026, 14:00 - 16:00, CLI 007, Symposium

Methodological co-construction in community-based research : knowledge democracy and the negotiation of power relations

Symposium title: Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

PANNARD M. [1], FADHLAOUI M. [1], DESESTRET V. [2,4], NICOT P. [4], CHANIAL C. [4], BECKER G. [7], LEFEBVRE V. [5], PICHAT F. [5], BOGDANI R. [5], SEROR S. [5], PAUCHET E. [5], PAUCHET J. [5], ALLIAUME S. [5], PAILHE M. [5], MONTAGNY V. [5], DURUISSEUX M. [3,6]

[1] INSERM Unit 1290 RESHAPE, University Lyon 2, Lyon, France
[2] Melis INSERM U1314 / UMR CNRS 5284, Université Claude Bernard Lyon1, Lyon, France
[3] Service de Pneumologie et Essais Précoces EPSiLYON Est, Hôpital Louis Pradel, Institut de Cancérologie des Hospices Civils de Lyon (IC-HCL), Lyon, France
[4] Service de Neuro-cognition et neuro-ophtalmologie, Hôpital neurologique Pierre Wertheimer, HCL, Université Claude Bernard Lyon 1, Lyon, France
[5] Association ALK/ROS1 Cancer Poumon France, Lyon, France
[6] Centre de Recherche en Cancérologie de Lyon, Equipe OncoPharmacology, Université Claude Bernard Lyon 1, Lyon, France
[7] Agence nationale de sécurité sanitaire de l'alimentation, de l'environnement et du travail, Lyon, France

Keywords: Critical health psychology, Community Psychology, Community-based research

This presentation draws on the DRACONIS project, a French community-based study on the side effects of targeted cancer therapies, to explore methodological co-construction as a process of power negotiation between experiential, biomedical, and social science knowledge.

Through a qualitative and reflexive analysis of a one-day co-construction methodological workshop involving patients, relatives, clinicians, and researchers, we examine how methodological choices become arenas for ethical and epistemic debate. The disagreement surrounding the inclusion of a PET scan, for example, illustrates how patients' lived experiences can challenge biomedical rationality. Beyond this illustrative episode, the study highlights concrete practices that promote shared power - such as the establishment of a mixed scientific committee, attention to communication norms, and temporal arrangements fostering mutual understanding.

By engaging with critical health psychology and the framework of knowledge democracy, this contribution conceptualizes methodological co-construction as both an ethical stance and a transformative research practice. It invites qualitative researchers to view co-construction not merely as an inclusive procedure, but as a dynamic site where the legitimacy and boundaries of scientific knowledge are continuously negotiated.



Thursday 9th July 2026, 14:00 - 16:00, CLI 007, Symposium

Blurred boundaries between qualitative and participatory research in health: perspectives from multidisciplinary researchers

Symposium title: Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

DESJARDIN R. [1], LE MOAL F. [2], FADHLAOUI M. [1], BAUQUIER C. [1], BAILLAT L. [1], LACOUX C. [1], BIAUDET J. [3], PANNARD M. [1], PETIT A. [1], DENIEUL C. [4], JEAN-DAUBIAS S. [4], MUSSEAU L. [2], JACOB G. [2], PRÉAU M. [1]

[1] Université Lumière Lyon 2, Unité Inserm 1290 Reshape, Lyon, France
[2] Seintinelles, Paris, France
[3] Fédération Régionale de Recherche en Santé Mentale et Psychiatrie, Lyon, France
[4] Groupe IMPAQT, Université Lumière Lyon 2, Lyon, France

Keywords: Participatory research, Researcher identity, Research paradigms

Health research is generally founded on multidisciplinarity, combining for example biomedical and social science perspectives to address complex health issues (Morelle & Tabuteau, 2023). In this context, participatory approaches are promoted to bring research closer to the needs and perspectives of populations (Juan, 2021). However, the relationship between participatory approaches and qualitative methods remains unclear for many researchers, raising questions about how participatory research is understood and practiced (Winance et al., 2023).

We conducted 27 semi-structured interviews with researchers from diverse disciplines. Data were analyzed using a reflexive thematic analysis (Braun & Clarke, 2006, 2019) complemented by a trajectory analysis (Spencer et al., 2021), combining cross-sectional and longitudinal readings of the narratives. This approach allowed us to explore the logics of appropriation and contextual variations in participatory research, linking biographical, disciplinary, and institutional dimensions of engagement.

Analyses revealed a continuum of appropriation. In many cases, participatory research is practiced like standard qualitative research, used to enrich data without changing roles, objectives, or project purposes. At the other extreme, some approaches adopt a critical and political posture, aiming to redistribute power and co-produce knowledge with participants. Intermediate forms combine scientific relevance with social engagement. These findings highlight the persistent blur between participatory and qualitative research in multidisciplinary health projects.

Results illustrate the diversity of participatory practices in health and underscore the importance of clarifying the relationship between participatory and qualitative research. Understanding these appropriations can help address contemporary challenges in multidisciplinary health research and support reflexive and socially situated approaches.



Thursday 9th July 2026, 14:00 - 16:00, CLI 007, Symposium

Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

Symposium title: Co-constructing qualitative methods in community-based health research: ethical and psychosocial issues

PANNARD M. [1]

[1] *INSERM Unit 1290 RESHAPE, University Lyon 2, Bron, France*

Keywords: Community-based research, Co-construction, Reflexivity

In community-based and participatory health research, the co-construction of qualitative methods is increasingly recognized as a key site where ethical and psychosocial issues emerge. Beyond technical discussions about data collection or validity, these collaborative processes engage deeper questions about relationships, positionalities, and the distribution of power and legitimacy in knowledge production.

This symposium brings together researchers working in diverse health contexts to reflect on the ways methodological co-construction shapes, and is shaped by, the social and institutional environments in which it takes place. Through their empirical and reflexive work, the contributors examine how collaboration with patients, caregivers, and practitioners transforms research dynamics—fostering trust, recognition, and reflexivity, while also generating tensions, emotional labor, and ethical dilemmas.

By focusing on the psychosocial dimensions of participation—such as identity negotiation, emotional engagement, and collective responsibility—this symposium highlights co-construction as a process that affects not only methods but also the people involved in research.

The contributions invite participants to consider how qualitative rigor, ethical care, and relational sensitivity can be articulated within community-based health research. In doing so, they seek to advance a more situated and reflexive understanding of methodological co-construction as both an ethical and psychosocial practice of inquiry.



Thursday 9th July 2026, 14:00 - 16:00, CLI 036, Symposium

Presentation of the symposium

Symposium title: Harnessing the power of Interpretative Phenomenological Analysis to understand our complex and changing personal and social worlds

SMITH J. [1]

[1] *School of Psychological Sciences, Birkbeck University of London, UK, london, United Kingdom*

Keywords: interpretative phenomenological analysis, methodological advance, understanding

This symposium will demonstrate some of the powerful ways in which Interpretative Phenomenological Analysis (IPA) offers leverage to help our understanding of the complex personal and social worlds we inhabit. We will do this by discussing recent conceptual and methodological advances that have been happening in IPA, leading to a range of innovative and creative research designs. In the first paper, Jonathan Smith and colleagues reflect on the growing use of multi-modal approaches within IPA and illustrate some of the key benefits of taking this approach with examples drawn from projects they have worked on which incorporate the examination of visual alongside verbal data. Richard de Visser discusses his use of IPA within mixed methods research in health and social psychology. He illustrates how mixed-method designs including IPA can support both nomothetic and idiographic approaches and how these strategies could be applied in broader domains of research. Isabella Nizza and colleagues show how longitudinal IPA enables a rich examination of personal change and/or continuity over time through the detailed and processual examination of data collected from participants at multiple time points. Rachel Shaw describes how she brings phenomenological concepts into IPA for theoretical purposes, using abductive reasoning. She illustrates her use of Galvin and Todres' framework within her health-focused research. In the final paper Paul Flowers outlines how his IPA research in HIV has been used to shape interventions to reduce barriers to HIV testing and treatment and has influenced policy change within Scotland and had wide impact internationally.



Thursday 9th July 2026, 14:00 - 16:00, CLI 036, Symposium

Using Interpretative Phenomenological Analysis (IPA) to change HIV policy and practice

Symposium title: Harnessing the power of Interpretative Phenomenological Analysis (IPA) to understand and engage with our complex and changing pers

FLOWERS P. [1], *CRAIG D.* [1]

[1] *University of Strathclyde, Falkirk, United Kingdom*

Keywords: IPA, HIV, Policy

Interpretative Phenomenological Analysis (IPA) delivers in-depth idiographic insights into people's experiences and sense-making. Although IPA represents a very different epistemological position to that of the randomised controlled trial - it can also have a strong influence on policy and practice. In this presentation we draw upon a series of IPA studies concerned with HIV and illustrate the ways that IPAcan be applied in real world contexts. Studies conducted between 2009-2024 included samples of gay men, Africans living in the UK, and a range of people living with HIV and members of the general public. Analyses detailed the complexity of barriers to testing, the impact of an HIV diagnosis, barriers and facilitators to accessing HIV treatmentand the ongoing effects of HIV stigma. These studies were used to shape interventions to reduce barriers to HIV testing and treatment. These studies led to changes in HIV testing policy within Europe (including the UK) and helped shape ten principles in the WHO European Region's policy framework on scaling up HIV testing and counselling across the region (aimed at policymakers, national AIDS programme planners and non-governmental organisations). These principles were also presented at the European Parliament on World AIDS Day. Other impacts include the development and roll-out of a National TV campaign to reduce HIV stigma in 2024.



Thursday 9th July 2026, 14:00 - 16:00, CLI 036, Symposium

Exploring temporality and change through Longitudinal Interpretative Phenomenological Analysis (LIPA)

Symposium title: Harnessing the power of Interpretative Phenomenological Analysis (IPA) to understand and engage with our complex and changing pers

NIZZA I. [1], *FARR J.* [1], *SMITH J.* [1]

[1] *Birkbeck University of London, London, United Kingdom*

Keywords: Interpretative Phenomenological Analysis, longitudinal, change

The notions of temporality and change are fundamental to our understanding of human experience. In longitudinal qualitative research, data can be gathered at multiple timepoints with the specific aim of describing how experience unfolds over time. When a longitudinal design is combined with Interpretative Phenomenological Analysis (IPA), the richness of insight characteristic of IPA as a method enables researchers to explore the dynamic interplay between change and continuity over time, prospective and retrospective sensemaking, and convergence and divergence between participants' experiential trajectories. In this paper we shall draw on different kinds of longitudinal studies from our own work, including a trial of a CBT-based intervention for young people with epilepsy and a study on the experience of bipolar disorder moods, to illustrate the types of insight enabled by a LIPA design. The presentation will also outline the relationship between data collection decisions, the analytic process and the researcher's interpretative engagement, to highlight how these elements can shape the formation and documentation of study results.



Thursday 9th July 2026, 14:00 - 16:00, CLI 036, Symposium

Seeing the point: incorporating visual data in Interpretative Phenomenological Analysis (IPA) research

Symposium title: Harnessing the power of Interpretative Phenomenological Analysis to understand our complex and changing personal and social worlds

SMITH J. [1], KIRKHAM J. [1], STARR R. [1], RANA M. [1]

[1] School of Psychological Sciences, Birkbeck University of London, UK, london, United Kingdom

Keywords: interpretative phenomenological analysis, visual, multi-modal

Obtaining verbal reports from people talking about their experience is, of course, a very important way of learning about what has happened to them and how they make sense of it. And this is at the heart of the qualitative project. Sometimes, however, the verbal data can usefully be accompanied by data collected in a different mode. In this presentation we will discuss the recent move towards employing multi-modal designs in Interpretative Phenomenological Analysis (IPA) research studies and, in particular, where visual data is being examined alongside verbal. Visual methods are gaining traction in the social sciences more generally. We hope to show the distinctive contribution which arises from IPA research which combines verbal and visual domains. We will illustrate the talk with examples from IPA studies we have conducted which examine: the personal impact of pain; the experience of looking at a painting; daughters and mothers with dementia engaging in craft activities.



Thursday 9th July 2026, 14:00 - 16:00, CLI 036, Symposium

Embedding Interpretative Phenomenological Analysis (IPA) in mixed-method designs in psychology

Symposium title: Harnessing the power of Interpretative Phenomenological Analysis (IPA) to understand and engage with our complex and changing pers

DE VISSER R. [1]

[1] *Primary Care & Public Health, Brighton & Sussex Medical School, Falmer, United Kingdom*

Keywords: Interpretative Phenomenological Analysis, mixed-method, qualitative

Interpretative Phenomenological Analysis (IPA) is typically used as a stand-alone method, but it can usefully be integrated into mixed-method designs. Mixed-method designs are appealing in psychology, because we often have multiple overlapping research questions within the domain of a specific topic or issue - we need the statistical 'bones' as well as the experiential 'flesh'. Mixed-method designs that embed IPA allow both nomothetic approaches to exploring general patterns applicable to groups, and idiographic approaches focused on understanding individuals in their unique contexts. IPA can be used effectively to explore nuance, variation. and experience that is obscured by - or invisible to - statistical analysis of aggregated data. In this presentation, I will discuss the use of IPA in mixed-method designs designs - specifically using survey data to allow the purposive selection of the homogeneous samples that are required for IPA. I will provide examples from studies of health and social psychology. I will also discuss how the strategies applied in these studies could be applied in broader domains of research.



Thursday 9th July 2026, 14:00 - 16:00, CLI 034, Symposium

Presentation of the symposium

Symposium title: Studying language, mind and society: methodological journeys unfolded

DEMUTH C. [1]

[1] *Aalborg University, Aalborg, Denmark*

Keywords: language, Dialogicality, Mind

Researchers interested in the interplay of language, society and mind may find it hard to find the perfect methodological fit to the object of their study. Approaches to study language as activity, e.g., discursive psychology, conversation analysis, positioning analysis, are suitable to some extend but may miss out on some relevant aspects to the object under study. This symposium gathers researchers with an interest in studying language as activity and its dialogical relation to mind and society. They describe their journey in finding appropriate methodological approaches to their respective field of study. In their academic journeys, they adapted, enhanced, combined or developed approaches to fit their respective theoretical lens.

Murakami's talk presents the methodological evolution of her research ranging from discursive psychology, positioning theory, actor-network theory and sociocultural theory in studying collective remembering and national reconciliation practices. Demuth presents her journey from discursive psychology, psychological and linguistic anthropology, narrative and positioning analysis, and mutlimodal video analysis in her study of developmental aspects of subjectivity and identity. Bertau's talk describes her journey from developing a theoretical conceptualization of language to developing a genuine method of analyzing language activity. Karten's talk builds up on this and presents an illustration of the Dialogical Voice Analysis developed by Bertau and herself in a study on academic writing consultations.

Together, the presentations provide a reflexive account of key theoretical tensions and methodological shifts encountered when trying to refine methodological procedures in line with theoretial conceptualizations of language and mind.



Thursday 9th July 2026, 14:00 - 16:00, CLI 034, Symposium

From Memory, Network and Materiality: Tracing Methodological Journeys in Discursive Psychology of Reconciliation

Symposium title: Studying language, mind and society: methodological journeys unfolded

MURAKAMI K. [1]

[1] *Westminster University, London, UK*

Keywords: Discourse Analysis, Ethnography, Social Remembering

This presentation traces the methodological evolution of my research into collective remembering and UK-Japan reconciliation practices from a discursive psychological perspective. Beginning with a social constructionist perspective, my work has progressively engaged with discursive psychology, positioning theory and then actor-network theory and sociocultural theory. I explored how memory is not passively stored but actively constructed through discourse, interaction and material and embodied practices. I examined how reconciliation processes unfold dynamically in post-Second World War contexts, where historical narratives are dialogically negotiated, contested and reimagined. Central to this inquiry is the argumentative nature of remembering—how individuals and groups justify, challenge and reframe the past in ways that shape both personal and collective identities. The research foregrounds the performative and embodied dimensions of memory, attending to how voice, affect, material artefacts and spatial arrangements participate in the co-construction of meaning. By situating memory and reconciliation within everyday talk and institutional narratives, the work highlights the entanglement of discourse with materiality and agency. The presentation offers a reflexive account of key theoretical tensions and methodological shifts encountered along this journey, including the challenges and affordances of interdisciplinary integration. Ultimately, it argues for a more nuanced, dynamic understanding of memory and reconciliation as situated, contested, embodied and materially mediated practices. This approach not only enriches discursive psychological inquiry but also contributes to broader methodological debates in examining phenomena as to how societies remember, reconfigure and reimagine their pasts.



Thursday 9th July 2026, 14:00 - 16:00, CLI 034, Symposium

Journeys in Approaching Language: Limits, Surprises and Insights in Dialogues With Others and Between Praxis Categories

Symposium title: Journeys in Approaching Language: Limits, Surprises and Insights in Dialogues With Others and Between Praxis Categories

BERTAU M. [1]

[1] *University of West Georgai, Carrollton, GA, United States*

Keywords: language, voice, praxis

Symposium : Studying language, mind and society: methodological journeys unfolded

The contributin offers considerations around the difficulties, limits, and surprising openings that occur when analyzing language. My starting point is theoretical, I research language activity as sensorial-symbolic phenomenon unfolding in time and space and encompassing interpersonal and intrapersonal activity types. Voice as the incarnation of language activity is the focus of further investigations. These consist of different categories of praxis using specific methods as ways of directing thinking and senses. First, theorizing interpersonal and intrapersonal language activity with its forms and types of voices; second, practical exercises centered on the notion of voice, developed as explorations to sharpen the senses and the understanding of the notion; third, others' and own empirical research; fourth, developing a method, and applying it. Two main kinds of dialogues characterize these practices: Dialogues with others (students, novice researchers, colleagues) and dialogues between theory and practical exercises as well between theory and empirical research. In both cases, overhearing others' listening, witnessing their interpretations and articulations of theoretical elements, being able to co-analyze or observe other's analyses are central to my methodological journey – always also a theoretical one. Currently, I formulate a method of analyzing voices and test it on material that appears to be particularly difficult: But difficulties always appear, the material is stubborn, I cannot hear anything or have contradicting experiences. Difficulties opening windows, helping to leave paths. And the constant puzzling about how we approach language as if an external object, while we are in it, and as it is constantly fleeeting.



Thursday 9th July 2026, 14:00 - 16:00, CLI 034, Symposium

From talk to multimodal and sensorial interaction: methodological approaches of how to study the interplay of language, mind and society from a developmental perspective

Symposium title: Studying language, mind and society: methodological journeys unfolded

DEMUTH C. [1]

[1] *Aalborg University, Aalborg, Denmark*

Keywords: language, self, cultural psychology

This talk presents my methodological journey to find appropriate ways to study the interplay of language, mind and society from a developmental and cultural psychology perspective, i.e. how children participate and come to orient themselves within cultural meaning systems. The journey started out by investigating mother-infant interactions from diverse cultural backgrounds by drawing on procedures from discursive psychology, combined with ethnographic approaches from psychological and linguistic anthropology. The aim was to analyze how social reality is co-constructed in these interactions and frame the infant's experience. Realizing that there is more to language than verbal utterances, I in the following integrated Goodwin's approach to multimodal video in investigating how children are socialized towards a normative understanding of appropriate conduct in preschool settings. Finally, Positioning Analysis and Bamberg's Narrative Practice Approach contributed further to my understanding of subjectivity and identity in relation to broader societal master narratives. The current path of my journey leads me to questions about how to methodologically address phenomenological aspects in the dialigocal interplay of language, mind and society. Each of these approaches stem from different tradtions with their own epistmological (and ontological) assumptions which raises the question about how they can be integrated in one research program. Rather than trying to develop one appropriate approach to study my object of investigation, I will argue that applying slightly different methodological lenses to the object of investigation helps us to refine our research and gaining a deeper understanding of relevant aspects of how mind, language and society are intertwined.



Thursday 9th July 2026, 14:00 - 16:00, CLI 034, Symposium

Talk about writing in academic writing consultation: Revealing personal and methodological journeys

Symposium title: Studying language, mind and society: methodological journeys unfolded

KARSTEN A. [1]

[1] *Paderborn University, Paderborn, Germany*

Keywords: Polyphony, academic writing consultation, intrapersonal dialogue

This contribution focuses on a case study of an academic writing consultation with Helena, a doctoral student in education. Drawing on Dialogical Voice Analysis (Bertau & Karsten, in prep.), extracts from two consultation sessions are analyzed that circle around Helena's doubts as to whether it is btter to write in parallel to her empirical work or start later. In the conversational data, several voices are identified that feed into these considerations. The analysis attends to questions such as: Who do these voices belong to, and to whom do they speak? Which voices strengthen or contradict one another? On the level of the specific case study, the contribution traces Helena's personal journey as an academic writer and the significance of her own and others' voices for her writing. On a reflective theoretical level, the contribution traces a methodological journey concerning the analysis of voice(s) in writing. In writing studies, voice(s) are typically researched as textual voice of the author in written texts. In my own research, I have argued for a shift regarding the locus of analysis: Written texts are but one specific moment in the process of writing, and textual voices are embedded in complex inner dialogues during writng (e.g., Karsten, 2024). The present contribution now shifts the focus further, from the becoming of written text to the becoming of the writer. Conversations about personal writing journeys in academic writng consultation open up a new arena for studying voice(s) in writng.

Thursday 9th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Embedded in crisis: Reflections on our dual insider-outsider positionalities as researchers investigating COVID-19 pandemic narratives in Ecuador and Norway

SANDBAKKEN E. [1,2], *MOSS S.* [1]

[1] *University Of Oslo, Oslo, Norway*
[2] *Oslo New University College, Oslo, Norway*

Keywords: reflexivity, positionality, COVID-19

When researching ongoing global crises, such as the COVID-19 pandemic, researchers may be embedded in the phenomena they are investigating. This was the case for us during our longitudinal qualitative research project during the COVID-19 pandemic. In the project, we conducted 68 qualitative research interviews with participants in diverse life situations in Ecuador and Norway, investigating their experiences and meaning-making regarding their governments' crisis mitigation measures. This positioned us as both insiders and outsiders considering the phenomena we were investigating. Researchers can be seen as always being in outsider positions with their participants, since they have the power to analyse participants' accounts. However, in the context of the COVID-19 pandemic, we were also in various insider positions, experiencing the pandemic and related crisis mitigation measures alongside our participants. In this presentation, we reflect on literature regarding researcher positionality and insider-outsider dynamics in qualitative research, tying this to our insights from experiencing these dynamics during our research on a global pandemic that also affected us. We argue for a context-oriented view of reflexivity where positionalities are acknowledged as dynamic, rather than "check boxes", and where researchers' embeddedness in the research is actively acknowledged and reflected on throughout the research process.



Thursday 9th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Navigating researcher's self and researcher-participant relationship reflexively to facilitate co-creation of knowledge

SHARMA D. [1]

[1] *Assistant Professor, Dhanbad, India*

Keywords: reflexivity, ethnography, constructivist grounded theory

The process of "getting closer to the participants' lives" necessitates practising reflexivity to address researcher's positionality and its impact on the researcher-participant relationship and the research process. This process of co-creation with my participants had both its challenges and epiphanies that shifted my worldview as a researcher, thereby shaping the research process and co-creation of meaningful data. Using instances from an ethnographic study on the mental health experiences of accident survivors with amputation or spinal cord injury, in Delhi and Kanpur, India, I elaborate the following: a) The co-constructed data resulting from my positionality as a non-disabled outsider working with participants with disability helped me "to locate data within our social, historical and situational conditions of production" (Charmaz & Belgrave, 2019, p. 747), b) The building of researcher-participant relationship helped me to understand how mere "presence" can be evocative and forced me to remove the cloak of "researcher", c) Continuous self-repositioning attuned me to become an embodied co-participant.



Thursday 9th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Reflexivity as Revolution: From Methodological Add-On to Radical Reimagining of Knowledge Construction

EMESE I. [1]

[1] *John Jay College, City University of New York, BROOKLYN, United States*

Keywords: critical qualitative methodology, participatory action research, reflexivity

This presentation challenges the relegation of reflexivity to a perfunctory paragraph in qualitative research, arguing instead for reflexivity as a revolutionary methodological practice that fundamentally transforms how we construct knowledge of and for world-making. Drawing on critical psychology and participatory action research, I examine how reflexivity, if embraced as an analytic tool rather than an academic checkbox, becomes a site of radical possibility for reimagining research itself.

Reflexivity demands we sit with profound discomfort: acknowledging how our bodies carry histories of violence and resistance, recognizing our complicity in systems we critique, and confronting the ways academic frameworks can perpetuate the very borders we seek to dismantle. This discomfort is not incidental but essential. Discomfort marks the edges where transformation becomes possible. Through examples from participatory research with marginalized communities, I demonstrate how reflexive practice requires researchers to interrogate not just what we know, but how we come to know, whose knowledge matters, and what our knowing does in the world.

Building on Barad's concept of intra-action and liberation psychology's call for epistemologies from below, this work positions reflexivity as courage in action, the willingness to let our research practices be fundamentally altered by those we research with. When reflexivity becomes our primary methodological commitment, research transforms from extraction to co-creation, from documentation to liberation. The presentation offers practical strategies for cultivating diffractive reflexivity, practices that honor how knowledge emerges through entangled relations while maintaining accountability to the worlds our research helps create.



Thursday 9th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Intersex within LGBTQ+ Politics: Reflexivity and Qualitative World-Making

PRANDELLI M. [1], *GRIFFITHS D.* [2]

[1] *Dublin City University, Dublin 9, Ireland*
[2] *University of Surrey, Guildford, United Kingdom*

Keywords: intersex studies, reflexivity, LGBTQ+ politics

As intersex gain increasing visibility within LGBTQ+ frameworks, tensions emerge around how inclusion is negotiated and what forms of knowledge it produces. This paper presents findings from a qualitative study based on twenty-one interviews with Italian and Irish stakeholders - including activists, policymakers, and community representatives - exploring how intersex issues are framed, understood, and acted upon across different socio-cultural and institutional contexts. Drawing on a reflexive thematic analysis informed by psychosocial and feminist approaches, we examine how participants articulate both the possibilities and limits of LGBTQ+ solidarity, and how competing logics of recognition, rights, and difference shape intersex politics. Through this analysis, we reflect on the researcher's positionality and on the ethical and epistemological challenges of working at the intersection of activism, policy, and academia from an endosex perspective. In dialogue with the notion of qualitative research "of and for world-making" (Power et al., 2023), we argue that intersex studies can contribute to reimagining qualitative psychology as a space for relational and transformative knowledge practices, capable of unsettling normative categories of sex and collective identity, while fostering more equitable forms of co-production between researchers and communities.

Thursday 9th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Who is the Expert? Negotiating Authority and Identity in Research on Informal Therapeutic Spaces

GOLDFINGER C. [1], *GEMARA N.* [1]

[1] *University of Haifa, Haifa, Israel*

Keywords: reflexivity, positionality, power dynamics

This presentation examines methodological complexities arising from researcher-participant positionality in studying the informal therapeutic space within Israel's Ultra-Orthodox community. Informed by reflexive approaches to insider-outsider research, we analyze power dynamics in interviews between a formally-trained Ultra-Orthodox therapist-researcher and community-based therapists without academic credentials.

The research reveals multidirectional power relations. While the researcher occupies a privileged position within academic hierarchies, participants hold higher status within internal Ultra-Orthodox structures, where formal academic training may be viewed with suspicion. This creates complex insider-outsider positioning where shared cultural-religious identity coexists with professional differentiation.

The presentation focuses on textual analysis of interview excerpts and research journal entries illuminating negotiations of authority, legitimacy, and expertise. These interactions expose tensions in Ultra-Orthodox society's transition from traditional to credentialing patterns, where community-based therapists serve as "gatekeepers" filtering psychological knowledge through religious frameworks while challenging academically-certified professionals.

Methodologically, conducting academic research on non-academic practices creates recursive power dynamics. The researcher simultaneously validates informal practices through academic attention while evaluating them against professional standards, potentially reducing their legitimacy, and experiences his academic identity as both empowering and diminishing.

Through concrete examples, we demonstrate the researcher's shifting positionality navigating multiple, sometimes contradictory identity components—religious, professional, insider, outsider. Participants strategically emphasize different aspects of the researcher's identity, alternately recruiting him as cultural ally or positioning him as external judge.

This case study demonstrates practical implications of reflexivity when studying communities undergoing cultural transformation, where the research act participates in contested negotiations between traditional and modern knowledge systems.



Thursday 9th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

How can Artificial Intelligence contribute to qualitative research?

FAGNONI P. [1], KALAMPALIKIS N. [1], BANGERTER A. [2]

[1] GRePS - Université Lumière Lyon 2, Lyon, France
[2] Université de Neuchâtel, Neuchâtel, Switzerland

Keywords: artificial intelligence, conspiracy theories, content analysis

In an era of digital abundance, psychology faces the paradox of big data, possessing immense volumes of data but limited capacity to analyse them meaningfully (Mabi et al., 2014). This communication compares two qualitative content analyses (Bardin, 1977) conducted on the same dataset extracted from a conspiracy forum (Flat Earth Society Forum ; N=136): a manual human-led analysis and an AI-assisted analysis using OpenAI via ATLAS.ti. By contrasting these approaches, the study explores how artificial intelligence can both extend and challenge the epistemological and ethical foundations of qualitative inquiry (Boyd & Crawford, 2012).

Results highlight that AI tends to generate broader thematic clusters, while human coding captures the symbolic and contextual nuances of discourse. AI produces a more extensive yet less precise coding structure, lacking the interpretative depth of human analysis but offering valuable support for objectivity and exhaustiveness. This methodological comparison invites reflection on the researcher's role, the limits of automation, and the processes through which meaning is constructed in large-scale qualitative data.

In line with the symposium focus on world- and sense-making, this work argues that integrating AI into qualitative research requires renewed reflexivity: rather than replacing human interpretation, AI reshapes how researchers engage with complexity, data abundance, and ethical responsibility. Finally, the study discusses the persistent impasse in social psychology between our capacity to gather massive datasets and our inability to fully harness them, even with the rise of AI – thereby reinforcing the very idea of a "data deluge."



Thursday 9th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

Resisting AI: Qualitative Research in Psychology at a Crossroads

BRAILAS A. [1]

[1] *Department of Psychology, Panteion University, Athens, Greece, Athens, Greece*

Keywords: AI, transformative practice, mind

The map was never the territory, and the territory was always a map. Today, qualitative researchers face the risk of being overshadowed by the machine. Modern generative artificial intelligence chatbots can conduct in-depth qualitative interviews with human or simulated participants, and then analyze, discuss, and write up the research report, all practically in zero human time. An empirical study with real human participants could be designed, conducted, and published in less than a week, with the human researcher perhaps only supervising the process but without actual involvement in conducting the interviews or analyzing the data produced. Is this a possible dystopian future for qualitative inquiry? Why, and how, can we prevent it? Through presenting an array of creative research methods for data production that we can employ in our practice (inspired by actual dissertation projects of undergraduate psychology students), I discuss how we can resist outsourcing qualitative research to the machine and maintain a meaningful, transformative, and of/for world-making qualitative practice in today's technology-mediated reality. I draw on Bateson's concepts of bioentropy and the ecology of mind as theoretical lenses to deepen the discussion and explore the affordances of the new technosocial reality unfolding before us. In the end, what kind of qualitative research are we dreaming of, and how can we bring it into being?



Thursday 9th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

Collective agency in higher education in the era of Generative Artificial Intelligence

VALENZUELA-RAMÍREZ P. [1], ROJAS F. [1], BRIONES J. [1], MOLINA M. [1]

[1] Universidad del Desarrollo, Facultad de Psicología, Santiago, Chile

Keywords: Collective agency, generative artificial intelligence in education, cultural psychology

The emergence of generative AI (GenAI) has challenged ways of thinking about and delivering education, creating tension in the dynamics of access to and production of knowledge. Higher education institutions face dilemmas surrounding GenAI in their various areas of activity (training, research, outreach) and are undergoing transformative processes in terms of meanings and practices related to efficiency, digital divides, quality, biases, among others (Ramos & Castro, 2025). This presentation will discuss a participatory action research project (Kemmis & McTaggart, 2005) rooted in the theoretical principles and analytical tools of Cultural Semiotic Psychology (Valsiner, 2014) and Historical-Cultural Activity Theory (Sannino & Engeström, 2018). This project is being carried out at a Chilean university with the aim of addressing the emergence of GenAI in university life and building situated knowledge about collective agency processes. It consists of three rounds of peer dialogues on the uses and dilemmas of GenAI in university life. Teachers, students, researchers, and management teams from the same faculty participate. To date, three pilot studies have been conducted, suggest tensions around the loss (or not) of humanization in academic life, the sense of risk in the face of possible dependence on GenAI, and the handling of blurred boundaries between the ethical and unethical use of GenAI as a work tool. At the time of the presentation, the results will be presented with a focus on the processes that mobilize the emergence of meanings and practices that shape collective agency in an educational community.



Thursday 9th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

Work Identity in the Age of AI: Blue-Collar Voices in a Changing World

VEGH E. [1], *VINCZE O.* [1]

[1] *University of Pecs, Institute of Psychology, Pecs, Hungary*

Keywords: blue-collar, work identity, technological change

As automation and AI reshape manual work, blue-collar employees have to re-interpret what it means to "be someone" at work. This study explores how technological change influences work identity among blue-collar workers, with a focus on the intersections of psychological experience, work design, and minority status. Through qualitative methods and workplace observations in manufacturing and logistics settings in Southern Hungary, the research examines how individuals negotiate identity threats and belonging in an environment of technological transformation.

The analysis takes up the challenge of conducting qualitative research of and for world-making, by involving voices often excluded from psychological inquiry—those of employees with limited literacy or marginalized social positions. Preliminary insights suggest that technology's impact on identity is far from uniform: for some, it deepens precarity and exclusion; for others, it opens new ways to experience pride and competence. Minority status often mediates these experiences, shaping both perceived control and opportunities for adaptation.

The project highlights the ethical and methodological responsibility of qualitative research to make visible those who are rarely heard, and to question how our tools and assumptions may reinforce or challenge social inequalities. The research involves participatory and mixed-method designs, aiming to co-construct knowledge that not only describes change but contributes to more equitable working worlds in the age of AI.



Thursday 9th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

The Case for Complex Systems Mapping in Qualitative Analysis

NGUYEN NALPAS K. [1]

[1] *SUNY Cortland, Cortland, Canada*

Keywords: complex systems, reflexivity, participatory

One ethical concern in qualitative data analysis is the interpretation of data through the biased lens of the researcher. While there are several steps that can be taken to minimize this issue, one promising method is a participatory complex systems mapping exercise. A complex system can be defined as "an interconnected set of elements that is coherently organized in a way that achieves something" (Meadows, 2008). Interconnections can be visualized as "flows of information" that influence actions and decision making within the system. Systems are self-organizing and resilient: they adapt to disruptions, and can contain living and nonliving components, but also have the potential to be "revolutionary" (Meadows, 2008). Complex systems mapping is a visual representation of a complex, interconnected system that can be used as a powerful tool to identify the dynamics or underlying patterns of how a system operates, points within the system that can be leveraged to generate sustainable changes, and how to adapt as the system changes. There are two major benefits of integrating a complex systems approach for both researchers and participants in that 1) visualizing the connections between different parts of the complex system may help identify potential areas to leverage sustainable change that may not be immediately clear and 2) seeing the complex issue at hand from a broader perspective may provide valuable insights. This talk applies this approach to refugee qualitative data as an example of how to carry out such an endeavor.



Thursday 9th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

Making qualitative research culturally competent: Understanding the complexities around the Why's and How's

VAILL Z. [1], *TYSON L.* [1], *SEMLYEN J.* [1]

[1] *University of East Anglia, Norwich, United Kingdom*

Keywords: Cultural Competency, Research Practices, Skills

Cultural competency is a complex but vital part of conducting all research within psychology, but especially when using qualitative methodologies. Whether using the term cultural competency, cultural humility, or another variation, the skills and knowledge we gain from it must be embedded into how we design our research, select and recruit our participants, communicate with participants and stakeholders, collect our data or conduct our interventions, interpret and analyse that data, and disseminate our findings.

The value of embedding culturally competent practices can be seen by the increase in generalisability of the research, more representative, robust and defendable research, and meeting the requirements of funders and governing bodies who are increasingly requesting the inclusion of EDI and culturally competent practices. Culturally competent research also ensures more accurate outcomes, where more than one voice is heard, and we aren't basing our knowledge and interventions from a single story or viewpoint.

Embedding culturally competent practices into research can be difficult with many roadblocks including time and funding restrictions or simply not knowing what to do or how to do it.

This presentation will go through the benefits and importance of culturally competent research within the field of psychology, the barriers which we all face in embedding it into our work and what culturally competent research looks like and involves. The presentation will explore how we can make our research culturally competent at every stage by ensuring it utilises intersectionality and is free from bias, prejudice and discrimination, as well as managing assumptions.



Thursday 9th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

Emotional Textual Analysis as a qualitative methodology to address “work” from a psychoanalitical and semiotic perspective

ANTONINI M. [1], GALUPPO L. [1], RIPAMONTI S. [1]

[1] Cattolica del Sacro Cuore, University of Milan

Keywords: Emotional Textual Analysis, Work, psychoanalysis

Building on the psychoanalytical theory of affective symbolizations and collusion, ETA provides an exploratory framework translating these theoretical standpoints in a discourse analysis methodology.

ETA allows to construct hypotheses on the psychosocial dynamics through which phenomena are culturally constructed. This feature of ETA makes it not only an exploratory, but also an intervention methodology which, by providing categories to psychoanalytically interpret the social construction of phenomena, acts on the dynamics generating them.

To this purpose ETA is adopted in action researches aimed at achieving knowledge and at the same time to drive some of the main challenges of the current era.

This paper presents one of them: an emerging project aimed ad exploring the changing symbolizations of the experience of work and its impacts on organizations and their functioning. The paper will therefore introduce ETA, focusing on its theoretical and historical premises, thereby explaining its procedure. Then, the research project will be introduced, focusing on the pivotal role of AET for shedding light on the interplay between the affective symbolizations of work and organizational functioning.



Thursday 9th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

Refining Trajectory Analysis in Qualitative Psychology: From Thematic to Temporal Perspectives Across Three Research Projects

BOSHOUWERS G. [1], MABIRE X. [2], PITTELOUD P. [2], DEL RIO CARRAL M. [2], PREAU M. [1]

[1] Research on Healthcare Performance RESHAPE, INSERM U1290, Université Lumière Lyon 2, Lyon, France, Lyon, France
[2] Institut de Psychologie, Laboratoire PHASE (Psychology of Health, Aging and Sport Examination), Université de Lausanne : Lausanne, Vaud, CH, Suisse, Lausanne, Switzerland

Keywords: Trajectory Analysis, Sexual Health, Reflexivity

Qualitative methodological papers often explore longitudinal trajectories through repeated data collection, focusing on change (Audulv et al., 2023). However, trajectories can also emerge from a single, temporally structured narrative. This presentation traces the development and refinement of a trajectory analysis methodology across three projects, each addressing challenges in capturing lived experiences.

The first project examined the quality of life and experiences of women living with HIV. While the thematic trajectory analysis (Spencer et al., 2021) was conceptually valuable, it proved less suited to the single-timepoint data collection, which limited our ability to capture temporal nuances. This prompted a reflection on how to better integrate temporal dimensions into qualitative analysis.

The second project, part of the FOREST study, focused on sexual health and sexuality trajectories of transmasculine individuals. Building on the first project, we formalized a methodology combining thematic and temporal analysis to better capture the dynamic nature of identity and sexual satisfaction trajectories.

The third project, within the VESPA-3 study, explores the lived experiences of people living with HIV in France. Here, we are developing a methodology using Interpretative Phenomenological Analysis (IPA) with a temporal perspective (Smith, 2024), to be applied to 12 women living with HIV. While the analysis is pending, this approach aims to provide a coherent, nuanced framework aligned with research objectives, preserving narrative richness and temporal unfolding.

This presentation will discuss challenges, adaptations, and methodological insights gained from refining trajectory analysis across these projects, offering reflective thoughts.



Thursday 9th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

Citizenship as practice: Introducing a relational and process-based framework

ANDREOULI E. [1], *FIGGOU L.* [2], *KADIANAKI I.* [3]

[1] *The Open University, Milton Keynes, United Kingdom*
[2] *Aristrotle University, Thessaloniki, Greece*
[3] *University of Cyprus, Nicosia, Cyprus*

Keywords: citizenship, project, practice

The paper draws together the growing tradition of social-political psychological research on citizenship along with work in citizenship studies to develop a relational and process-based approach to citizenship as an everyday practice. Our approach incorporates both the more habitual and confirmatory dimensions and the more transgressive and future potentialities of citizenship. We draw particularly on critical work in social and political psychology, especially the theory of social representations, social identity theory and critical discursive psychology, as well as on theoretical perspectives on citizenship as a practice and as an act from citizenship studies. We further develop the concept of "citizenship project" in order to articulate collective processes of emergence of new political visions in moments of political rupture that unsettle established political common-sense. We conclude our discussion with reflections on the future of citizenship in the context of growing populism, authoritarianism and the rise of digital politics, and the role of psychology in understanding this changing landscape towards progressive change. We reflect particularly on our discipline's methodological tools and the need for more nuanced micro-macro analyses, through meaningful transdisciplinary engagement with other disciplines in the social sciences and humanities.



Thursday 9th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

Environmental Citizenship in the Making at Institutions: Analysing Climate Change Meaning Struggles in the Portuguese Parliament

FONSECA A. [1,2], *CASTRO P.* [1,2]

[1] *CIS-Iscte (Centre for Psychological Research and Social Intervention), Lisboa, Portugal*
[2] *Iscte - University Institute of Lisbon, Lisboa, Portugal*

Keywords: Environmental citizenship, Social Representations, Parliamentary discourses

Facing climate change (CC) requires redefining many current actions and representations. This involves struggles in which heterogeneous meanings of CC are debated and negotiated by individuals, collectives, and institutions. Understanding these struggles is crucial, as their outcomes help shape both citizens engagement and institutional responses. However, socio-psychological research has largely focused on individuals as consumers, neglecting their roles as citizens and citizenship relations as well as the psycho-social dynamics of meaning-making. This paper adopts a relational approach informed by Social Representations that conceptualizes (environmental) citizenship as a relation between two universes: the everyday universe and the institutional universe. In the latter, choices between values are made and procedures to achieve them set in lawmaking. In the former, citizens, often organized in collectives (e.g., parties, activist groups) make rights-claims that may clash with institutional ones. Focusing on the institutional universe, we explore constructions of environmental citizenship in the Portuguese parliament. Through a thematic and pragmatic discourse analysis of 3 CC-policy debates and respective voting declarations, we identify how the different parties define and negotiate the "right" values/goals for CC-policy and the "right" procedures to reach them, and which spheres, actors, and roles they privilege. We also analyse the discursive strategies used to negotiate convergence and divergence, contest Others' positions or justify Selves' options (e.g., using "yes-but" to bridge perspectives or setting clear "yes/no" boundaries between positions). Our findings illuminate how institutional constructions of environmental citizenship can shape the direction, form, and pace of social change in response to CC.



Thursday 9th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

Beating Brexit: Agency, Accountability & Justification in Claiming European Citizenship through Descent

SCULLY M. [1]

[1] *Mary Immaculate College, Limerick, Ireland*

Keywords: Brexit, European identity, Critical discursive psychology

This paper draws on interview and focus group data from a recent research project on how people of Irish descent in Britain who have applied for Irish passports in the context of Brexit, negotiate their Irish identities. My analytical focus is on how the loss of European citizenship in the aftermath of Brexit is worked up as a social justice issue by pro-European British people of Irish descent, and how taking measures to retain European Citizenship through applying for Irish citizenship through descent is therefore rhetorically justified. Through the lens of critical discursive psychology, I demonstrate how participants 1.) draw on the interpretative repertoire of Brexit as prejudiced, 2.) establish stake as someone negatively affected by Brexit 3.) represent the act of claiming Irish citizenship as a means of regaining agency.



Thursday 9th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

Reconstructing Citizenship through Disaster: A Rhetorical Analysis of Flood Victims' Discourse

GKOTSIOU A. [1], *FIGGOU L.* [1], *NTONTIS E.* [2,3], *BAKA A.* [1]

[1] *Aristotle University of Thessaloniki, Thessaloniki, Greece*
[2] *The Open University, Milton Keynes, United Kingdom*
[3] *Panteion University of Social and Political Sciences, Athens, Greece*

Keywords: natural disasters, environmental citizenship, lay discourse

Purpose: This study explores rhetorical constructions surrounding natural disasters and environmental citizenship in lay discourse, employing the severe storm Daniel, which primarily impacted the region of Thessaly, Greece with extensive flooding during September 2023, as a case study.

Background: The modern era is characterized by the coexistence of multiple, intersecting global crises. The rhetorical practices through which these crises are represented in discourse have multiple consequences, constituting domains of (re)production of ideology. Citizenship is also called into question in these times of crisis, when existing forms are challenged and space is created for the emergence of alternative future forms of citizenship.

Methods: Walking interviews were conducted with survivors of the disaster, that is, individuals living or working in disaster-stricken areas of Thessaly who experienced various forms of loss. The research data was analyzed qualitatively using the analytical principles and tools of Critical Discursive Psychology.

Results: An analysis of the victims' discourse revealed argumentative lines which comprise the concept of environmental citizenship as distinct axes: the occurrence of adverse weather raises issues of individual responsibility and active advocacy, community solidarity and collective action, political participation, social justice, and cultivating a culture of prevention.

Conclusions: In conclusion, the research demonstrates the importance of incorporating an environmental dimension into citizenship, as it functions as a central arena for the assertion of rights and socio-political consolidation, highlighting environmental issues as inherently socio-political phenomena.



Thursday 9th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

“Sanctifying” Heteropatriarchal Authority in Greek-Orthodox Discourse: Child Welfare, Tribal Love and the Moral Contagion of Right(-ism)

MICHOS I. [1], FIGGOU L. [1], KADIANAKI I. [2], XENITIDOU M. [3]

[1] School of Psychology, Aristotle University of Thessaloniki, Thessaloniki, Greece
[2] Department of Psychology, University of Cyprus, Nicosia, Cyprus
[3] Department of Psychology, University of Western Macedonia, Florina, Greece

Keywords: Greek-Orthodox Discourse, LGBTQIA+ Rights, Antagonistic Politics

This study examines the discourse employed by the Greek Orthodox Church in its opposition to the 2024 same-sex marriage bill, highlighting the Church’s enduring institutional entanglement with Greek society and national identity and its pivotal role in the ongoing contestation over gender, sexuality, and democratic legitimacy in Greece. Positioned as both a religious and historically embedded constitutional actor, the Church can exert significant influence over public dialogue on gender, sexuality, and family. The data corpus consists of ten official ecclesiastical statements and public communications from Church representatives, examined through principles of Critical Discursive Social Psychology. Three central argumentative lines oriented to justify the Church’s intervention in secular matters were identified. The first invokes the imperative of child protection, casting skepticism on scientific research concerning same-sex parenting and contributing to a broader moral panic. The second reframes anti-LGBTQIA+ positions as expressions of “love”, drawing on theological notions of sin and redemption to uphold religious marriage and the nuclear family as the sole legitimate institution. The third depicts LGBTQIA+ rights as instances of coercive “right-ism” via eschatological references that portray queer legislation as authoritarian impositions that threaten the religious conscience of the majority. The discussion centers on the functions and implications of these constructions located within a specific antagonistic sociopolitical conflict, illustrating both the limits of deliberative consensus and the constitutive role of agonistic contestation in democratic politics.



Thursday 9th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

Fighting the "god trick": Being an embodied and visible subject of knowledge

FRAÏSSÉ C. [1]

[1] *Université de Bretagne Occidentale - LP3C, Brest, France*

Keywords: lesbian, standpoint epistemology, social representation

In a research-creation project focusing on lesbian representations and visibility, 22 semi-structured interviews were conducted jointly by the co-leaders of the project, a social psychology researcher, and an author-actress. This project, which began in 2021, takes place in a French context still marked by high levels of violence and discrimination despite advances in lesbian rights. It examines the evolution of representations of lesbians and their visibility from the perspective of lesbians aged 20 to 75. With this project, the co-leaders, who are themselves lesbians, aim to combat persistent forms of violence by influencing society's production of representations. While this approach is conventional for artists and contemporary theater, by the activity of creation, it is less so for social psychologists (the author of the proposal). The intersection of these two perspectives and ways of understanding the world led to methodological procedures that were rather marginal in mainstream science. First, interviews were conducted with mainly people who were known to and sometimes close to the co-leaders; then, a cross-interview with the co-leaders was conducted, in which each of them took the place of the interviewee. The somewhat fluid status of these data, compared to standard practices in social psychology research, led the social psychology researcher to adopt a reflexive approach based on the standpoint epistemology. It allowed to think about the representations conveyed by the knowledge produced and the status of being interviewer or interviewee.



Thursday 9th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

No country for (young) men: An online qualitative survey exploring young men's accounts of masculinities

ELDRED L. [1], GOUGH B. [1], BUDDS K. [1]

[1] Leeds Beckett University, Leeds, United Kingdom

Keywords: qualitative, masculinities, intersectionality

'Masculinity in crisis' has been a well-established discourse for many decades now, yet remains both historical and contemporary. It reflects the understanding that with changing social and cultural understandings of equality and gendered relations, traditional notions of masculinity are under threat. As part of a PhD thesis, intimations of changing masculinities were explored, focusing on whether more positive, flexible and equitable masculine identities could be, or are being, taken up. Thematic analysis and critical discursive analysis was used to analyse the data from a qualitative online qualitative survey with fifty-two young men, aged sixteen to twenty-five. Findings evidenced a clear awareness of increased rhetoric around young men's emotional openness; the large majority of respondents indicated a desire to be able to participate in this phenomenon, but outlined the barriers to self-disclose that persist alongside their awareness of traditional masculine expectations. The young men constructed a comparatively idealised situation for young women, enjoying (imagined) emotional freedoms, to illustrate their own positioning as emotionally restricted. The data were analysed intersectionally, and evidenced how potential for more open and inclusive masculinities was inextricably intertwined with context and intersecting identities based on e.g. race, age, and class. Importantly then, despite increased rhetoric around new ways of 'doing ' masculinity, and potential for radical change, young men often did not reflect these freedoms when recounting lived experiences. Despite a clear desire for these opportunities, continuing conventional masculine constraints were highlighted.



Thursday 9th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

Gendered Suffering in Divorce: A Qualitative Study of Moroccan Men's Experiences and Representations

BENSMAIL A. [1]

[1] *None, Rabat, Morocco*

Keywords: Divorce, Men, Suffering

Divorce is a pervasive reality of contemporary societies, affecting men and women across diverse cultural contexts, including Morocco. Yet, while existing literature has largely focused on the experiences of divorced women, the voices of divorced men remain underexplored. This study seeks to address this gap by foregrounding the suffering, fears, and anxieties expressed by Moroccan men who have undergone divorce.

Drawing on three in-depth case studies and a series of qualitative interviews with couples in the process of separation as well as divorced men, the research examines the multiple forms of suffering that emerge in male experiences of divorce. Particular attention is given to the impact of divorce on identity construction, as men negotiate the rupture of marital bonds and the redefinition of their roles within family and society.

The analysis is guided by the Jungian psychoanalytic reading of the cases, allowing us to identify key elements in the representations of divorce and of the couple among these men and the roles of the Animus and Anima dynamic. This interpretive framework highlights how divorce functions not only as a legal or social event but also as a profound psychological crisis, destabilizing subjectivity and generating enduring anxieties.

By situating male suffering within broader psychosocial and cultural dynamics, the study underscores that divorce constitutes a source of anguish for both women and men. It calls for a more balanced scholarly attention to gendered experiences of marital dissolution, thereby enriching qualitative psychological research on identity, suffering, and social representations.



Thursday 9th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

Majority-minority dynamics and individual differences in Italian intercultural couples: An acculturation perspective

ROSSI M. [1], PORRO M. [1], MIGLIETTA A. [1]

[1] University of Torino, Torino, Italy

Keywords: Intercultural couples, Acculturation, Majority-minority dynamics

In the context of increasing global migration, intercultural romantic relationships offer a unique lens for examining how personal relationships intersect with structural conditions. This qualitative study investigates how majority-minority dynamics shape acculturation processes in Italian intercultural couples, focusing on the interplay between cultural origin and gender. Semi-structured individual interviews were conducted with eight heterosexual couples with children residing in Italy (F: $\bar{x}$ = 44.8 years, SD = 4.6; M: $\bar{x}$ = 44.4 years, SD = 7.7), where one partner was Italian-born. Thematic analysis revealed four domains in which structural asymmetries shape cultural negotiations: discrimination and social acceptance, family relationships, religious differences, and language transmission.

Findings highlight that gender and cultural origin operate simultaneously rather than additively, creating differential adaptation patterns. Foreign-born partners - especially women - bear greater adaptive burdens, while majority partners – especially men - tend to maintain cultural privilege through linguistic dominance, accessible family support, and social validation. These dimensions intersect to create distinct experiences: minority women face dual disadvantage based on both origin and gender, while minority men experience contradictions between societal subordination and relational authority. Religious negotiations and language practices further exemplify how structural majority-minority dynamics influence intimate domains, with unidirectional adaptation patterns prevailing despite rhetorical appreciation of cultural diversity. This study extends dyadic acculturation theory by demonstrating how structural inequalities operate within European intercultural relationships, offering insights applicable to similar immigration contexts. Results underscore the need for theoretically informed interventions that address power asymmetries rather than framing cultural difference as an individual challenge.



Thursday 9th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

A Psychogeographic Narrative Approach to Climate Research

DOOLAN B. [1,2], RHODES P. [1,2]

[1] The University of Sydney, Camperdown, Australia
[2] The Ecological Emotions Research Lab, Camperdown, Australia

Keywords: Psychogeography, Ecopsychology, Place-based inquiry

Mainstream Western psychology is ill-equipped to respond to the climate crisis. Its construction of distress as an individualistic and intrapsychic issue situates humans as separate from the ecological world in which we live and ignores the relationships we form with the more-than-human environment. To truly adapt and thrive in a changing world requires an ontological shift away from reductionist paradigms of human control over nature. Instead, we must move towards understanding humans as part of complex ecological systems and embrace interdependency with our immediate environment. This ontological shift also necessitates a methodological change in how we, as researchers, comprehend experiences of the climate crisis. We propose psychogeographic narrative interviewing as a psychoterratic and place-based research methodology that better equips researchers to investigate the effects of climate change. Using examples from regenerative farmers in Australia, we explore how this methodology de-centres the human subject from psychological research to reposition them as part of an ecological whole. It recognises not only the role of the researcher and participant in qualitative research but also embraces the environment as an active participant in co-creating narratives of place and identity. While psychogeography is typically undertaken in urban spaces, we also demonstrate its relevance to researchers working with land-vulnerable rural populations often deemed “hard to reach” in academic research. Embracing eco-centric research methodologies enables us to better understand the individual, their ecological context, and the ecopsychological ontologies we use to understand phenomena.



Thursday 9th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

Revisiting Residential Trajectories Through the Lens of Settlement Identity Theory

COTTIN J. [1]

[1] *Université Lumière Lyon 2, Lyon, France*

Keywords: settlement identity, residential trajectories, individual-environment relationship

The individual-environment relationship has benefited from numerous theoretical developments in psychology (Di Masso et al., 2019), yet few have adressed the "mobility turn" (Sheller & Urry, 2006) as an epistemological shift conducive to re-examining the modalities of these relationships.

This work aims to re-examine these relationships through the lens of the settlement identity theory (Feldman, 1990), in order to explore how successive residential mobilities have influence the ways in which individuals interact with their residential environment.

A triangulation approach was adopted (Caillaud & Flick, 2016), combining quantitative and qualitative analysis. An initial self-reported questionnaire (n=381) was administered in the urban areas of Dijon and Besançon (France) to examine the relationship between previous residential trajectories and residential preferences. The results revelaed weak or even non-existent associations between trajectories and preferences, contradicting previous finding in the literature (Chen & Lin, 2011; Scott et al., 2017).

Building on this observation, a second method involving semi-structured biographical interviews (n=21) was used to gain a deeper understanding of the impact of past residential trajectories on current residential preferences (Dureau & Imbert, 2014). The present work focuses on these interviews. These interviews were analysed using a descriptive phenomenological approach (Giorgi et al., 2017).

The findings suggest a disconnection between the duration of previous residential experiences and the development of specific residential preferences. It therefore appears that individuals' reinterpretations of their residential trajectories, regardless of duration, depend on their current living conditions, which better explain residential preferences than the length of residence itself.



Thursday 9th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

Combined use of interviews and mental maps to study intergroup relations and territorial issues in seaside living spaces.

BUSCHINI F. [1], GUILLOU E. [1], FARGE A. [1], ARNADOTTIR F. [2]

[1] Université de Bretagne Occidentale, LP3C, Brest, France
[2] University Centre of the Westfjords, Ísafjörður, Iceland

Keywords: mental maps, intergroup relations, social identity

This paper presents data from an international research project using mixed method for studying social representations linked to the seaside, the appropriation of this living space, and the processes of identity constructions that occur for their inhabitants. One will use here the analysis of 48 semi-structured interviews based on mental maps that were achieved with inhabitants of seaside communities in France (Brittany) and Iceland (West Fjords). Four layers were drawn for the mental maps: the first layer represented the living space, the second represented the life trajectory, the third represented changes in the living space, and the fourth represented intergroup relationships within this space. The paper focuses more particularly on this last level of socio-spatial representation of the seaside. Mental maps associated semi-structured interviews provide a useful method allowing to study and understand how intergroup relations are anchored in individuals' living spaces, establishing asymmetrical relationships and leading to different representations of this space and the issues that affect it. These two methods complement each other and make it possible to identify the boundaries between groups, as well as their relationships, by marking them both physically (on the map) and symbolically (in the interview).



Thursday 9th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

A multi-stage online review for mapping community participation in vulnerable neighborhoods in Santiago de Chile

ROPERT T. [1]

[1] *Escuela de Psicología, Universidad Adolfo Ibáñez, Santiago, Chile*

Keywords: Vulnerable neighborhoods, Community participation, Online reviews

In Chile, segregation has led to the ghettoisation of certain neighbourhoods, characterised by concentrated violence and severe socioeconomic deprivation. However, studies in social and environmental psychology conducted in the region have shown that people form attachments to their neighbourhoods even in adverse contexts, resisting processes of mobility or displacement. Specifically, community participation within neighbourhoods has been shown to enhance well-being and resilience among their inhabitants.

Using a multi-stage documentary review methodology, this study aims to: (i) establish guidelines for an updated typology of vulnerable neighbourhoods in Santiago de Chile; and (ii) systematise community participation initiatives that incorporate a gender perspective.

At the conference, we will present the results obtained at each of the following stages: (1) the creation of a vulnerability indicator for selecting vulnerable neighbourhoods in Santiago based on theoretically guided definitions; (2) a review of public documents and analysis of discourses constructing a sociological type of 'resident' living in these areas; (3) the classification of neighborhoods according to the above criteria; and (4) the review of social networks and websites to systematise community participation initiatives in a subsample of selected neighbourhoods. The latter involves examining methodological aspects, such as the importance of developing an online identity that ensures transparency and security when interacting with social groups in virtual space. We discuss methodological challenges of each stage and reflect on the importance of innovative designs that build on an appreciative approach, enabling us to understand unequal contexts beyond their shortcomings.



Thursday 9th July 2026, 16:30 - 18:00, CLI 034, Oral presentation

Adolescent girls' everyday concerns and stressors: a participatory approach using video diaries, interviews and film

FARR J. [1], STARR R. [1]

[1] Birkbeck, University of London, London, United Kingdom

Keywords: Youth voice, Multimodal, Interpretative Phenomenological Analysis

The need for meaningful engagement in the everyday lives of adolescent girls is a growing priority in the context of increasing concerns about their well-being and mental health. Yet researchers and adolescents often differ in what they consider important, highlighting the value of participatory approaches that enhance young people's agency in shaping research agendas. This presentation introduces an innovative methodological approach using Interpretative Phenomenological Analysis (IPA) interviews, video diaries and film to explore and communicate adolescents' everyday stressors and support strategies. It highlights the methodological potential of extending an established qualitative method through dynamic, multimodal, and collaborative practices. The approach is illustrated through a study involving 15 adolescent girls (aged 16–17) who recorded mobile phone video diaries over two weeks to document their daily lives. The themes identified by the young people in their diaries were used to co-create the interview schedule and study focus, freeing the research from prior adult notions of young people's lives and reducing asymmetry in the research relationship. Drawing on video diary extracts, interviews were then conducted and analysed using IPA, resulting in six themes that captured the temporality of participants' everyday lives, including time pressure, emotional intensity and routine. To support the communication of the participants' stories to diverse audiences including other young people, they were invited to make a film about their daily lives, drawing on their video diary content. The presentation will include an extract from these films, before reflecting on the ethical challenges of conducting multimedia research with adolescents.



Thursday 9th July 2026, 16:30 - 18:00, CLI 034, Oral presentation

“It Listens, It Cares”: The Construction of Empathy in AI Chatbots

VILI I. [1]

[1] *Sofia University, Sofia, Bulgaria*

Keywords: AI, digital empathy, trust

In a time when digital communication increasingly becomes a space for emotional expression and support, artificial intelligence begins to take on a new role, that of an “empathetic” companion. This paper explores how empathy develops in conversations between people and AI chatbots, and how these interactions become a source of psychological regulation. This subject is an important part in my doctoral study of the impact of digital emptathy between AI chatbots and people with an anxious attachment style.

The qualitative analysis is based upon interviews and observations of users, who use chatbots as a means for emotional relief, seeking out understanding and overcoming anxiety. It follows how the verbal and behavioral AI strategies (active listening, validating, personalized reactions) create the feeling of “human” warmth and understanding, despite the lack of any real consciousness or emotion. The study presents a conceptual framework for “perceived empathy” which connects the cognitive, affective and technological aspects of the digital relationship. It examines the risks of addiction and replacement of human bonding, as well as the potential of AI as an instrument for emotional support and therapeutic co-regulation.

The goal of this study is to highlight how individuals connect with AI, but also how it changes the definition of empathy, trust and the human presence in the digital era.



Thursday 9th July 2026, 16:30 - 18:00, CLI 034, Oral presentation

From TikTok to Care: Ethical and Epistemic Challenges in Researching Youth Cancer Narratives

BELEN J. [1], *CASTANEDA A.* [1]

[1] *Universitat Oberta de Catalunya (UOC), Barcelone, Spain*

Keywords: Adolescents and young adults (AYA), Digital narratives, Ethics in qualitative research

The rise of TikTok as a space where adolescents and young adults (AYA) with cancer share their experiences raises critical questions for qualitative psychology. When digital narratives circulate between personal, clinical and research contexts, how do we as researchers ensure that knowledge is not extracted but co-constructed?

Drawing on a qualitative study conducted in Spain and France that combined reflexive netnography of TikTok accounts with in-depth interviews with AYA creators and healthcare professionals, this paper reflects less on empirical findings than on the process of inquiry itself. It interrogates how qualitative research navigates: (1) ethical tensions between visibility and protection, given the public yet vulnerable nature of digital storytelling; (2) circulation of knowledge, as insights move between youth communities, oncology professionals and academic analysis; and (3) the transformative potential of amplifying digital voices in spaces where young people are often invisible.

In line with the conference theme, the paper argues that researching digital narratives is not only about documenting lived experiences but also about engaging with their world-making force. By foregrounding reflexivity and ethical responsibility, qualitative psychology can contribute to creating more equitable spaces of recognition for young people living with illness, while challenging dominant frames of care and identity.



Friday 10th July 2026, 9:00 - 10:40, CLI 040, Symposium

Presentation of the symposium

Symposium title: Contemporary qualitative psychology in the UK context: Advances in pedagogy, applied research and quality evaluation

WHITAKER C. [1], PRODGERS L. [3], CENA E. [4], KILBY L. [2]

[1] Leeds Trinity University, Leeds, England
[2] University of the West of Scotland, Paisley, Scotland
[3] University of Leeds, Leeds, England
[4] Queen's University Belfast, Belfast, Northern Ireland

Keywords: Co-creation, Impact, Quality

This symposium features the work of committee members of the Qualitative Methods in Psychology section of the British Psychological Society. Together, it demonstrates how qualitative psychologists are extending methodological rigour, enriching teaching and training, and applying qualitative inquiry to address pressing societal challenges. In doing so, the symposium reflects the transformative potential of qualitative research to inform action, influence policy, and foster more equitable and socially responsive practices within psychology and beyond. The session begins with Lucy Prodgers who presents a collaborative project by qualitative health researchers at the University of Leeds that aims to challenge the norms and epistemic misalignments marginalising qualitative research in medicine and health. Next, Elida Cena examines how to ensure rigor by using both general and method-specific criteria, highlighting transparency, richness and sensitivity to context. By comparing major approaches, Elida identifies shared and unique quality markers to help researchers strengthen their work. Laura Kilby follows with research using applied Conversation Analysis (CA) to analyse rent arrears calls between tenants and social housing landlords in England. This research demonstrates the utility of applied CA in the pursuit of poverty reduction and highlights growing interest from public and private organisations to draw practical lessons from such work. Lastly, Candice Whitaker shares her experience of co-creating open-access resources on masculinities with students to empower teachers delivering inclusive curricula. Together, these contributions demonstrate how qualitative research bridges pedagogy, practice, and application as dynamic practices of world-making, and exemplifies the creative, ethical, and transformative spirit shaping UK qualitative psychology today.



Friday 10th July 2026, 9:00 - 10:40, CLI 040, Symposium

Challenging the Hidden Curriculum in Qualitative Health Research: Co-Creating a Toolkit for Change

Symposium title: Contemporary qualitative psychology in the UK context: Advances in pedagogy, applied research and quality evaluation

PRODGERS L. [1], CHAUHAN A. [1], LLOYD K. [1], CAVE L. [1], SHEARSMITH L. [1], GRAY-BURROWS K. [1], EVANS R. [1], HEAVEN A. [2], LEWIS G. [3]

[1] University of Leeds, Leeds, United Kingdom
[2] Bradford Teaching Hospitals, Bradford, United Kingdom
[3] University of Bristol, Bristol, United Kingdom

Keywords: Hidden curriculum, researcher development, epistemic justice

The concept of the "hidden curriculum" in Higher Education (HE) typically refers to the tacit knowledge, social norms, and behavioural expectations that students must navigate to succeed. Within the context of qualitative research in medicine and health, the hidden curriculum operates with an additional layer of complexity. Here, knowledge is not merely unspoken or implicit; rather, assumptions and values that are often inconsistent with qualitative research paradigms are frequently (and often unconsciously) imposed upon qualitative work. This epistemic misalignment can leave qualitative researchers feeling confused, marginalised, and undervalued.

Through a series of discussions, including an interactive online workshop convened by the Qualitative Reflective Practice Group at the Leeds Institute of Health Sciences (University of Leeds, UK), we engaged researchers at varying career stages to identify aspects of qualitative research that remain "hidden" and require greater support and recognition. Six key domains were generated:

Philosophical underpinnings of qualitative research

Navigating ethics, participant relationships, and researcher wellbeing

Practicalities of conducting qualitative research

Working with and managing data

Researcher development

Advocacy for qualitative research

In this presentation, we will explore the factors underpinning these domains and introduce our collaborative initiative to develop a "Hidden Curriculum of Qual" toolkit. This resource aims to demystify qualitative health research, promote epistemic justice, and strengthen researchers' capacity to navigate and challenge prevailing norms in the space of medicine and health research.



Friday 10th July 2026, 9:00 - 10:40, CLI 040, Symposium

Enhancing Quality in Qualitative Research: General and Method-Specific Criteria

Symposium title: Contemporary qualitative psychology in the UK context: Advances in pedagogy, applied research and quality evaluation

CENA E. [1]

[1] *Queen's University Belfast, Belfast, United Kingdom*

Keywords: quality in qualitative research, rigor, methodological approaches

Quality in qualitative research is a crucial yet contested topic across the social sciences. Attempts to establish standards have produced conflicting sets of criteria, reflecting deep divisions among qualitative researchers regarding what constitutes rigorous and credible work. This presentation examines the main quality criteria across qualitative methods, offering a holistic framework that encompasses both fundamental principles - such as transparency, reflexivity, and ethical rigor and nuanced, context-specific guidelines relevant to particular methodological approaches. Additionally, it highlights the importance of method-specific criteria for approaches, including Reflexive Thematic Analysis (RTA), Interpretative Phenomenological Analysis (IPA), and Grounded Theory. By comparing criteria across these approaches, the presentation identifies both shared standards and distinctive requirements, illustrating how methodological choices shape the operationalisation of quality. Practical examples are used to show how researchers can apply these criteria in evaluating and strengthening their own work.



Friday 10th July 2026, 9:00 - 10:40, CLI 040, Symposium

Applied Qualitative Research: Strategic talk for Social Justice

Symposium title: Contemporary qualitative psychology in the UK context: Advances in pedagogy, applied research and quality evaluation

KILBY L. [1]

[1] *University of the West of Scotland, Glasgow, United Kingdom*

Keywords: applied conversation analysis, social housing, financial hardship

Across England, social housing tenants are finding it increasingly difficult to pay their rent, with arrears reaching record levels (Birchall, 2023). In 2023, the UK Regulator for Social Housing reported that arrears owed to housing associations rose to £798 million—the highest ever recorded.

Over a 2 year period, a nationwide study worked with organisations across the social housing sector to explore the challenges tenants face, and to co-produce recommendations aimed at minimising evictions. One strand of this research addressed an urgent need for housing providers to improve the quality of spoken communication with tenants in financial difficulty.

This presentation reports on our applied Conversation Analytic (CA) study offering fine-grained insight into how debt-related interactions are collaboratively managed. Analysis of 140 recorded telephone calls from two large housing providers identified three key interactional competencies: (i) Shouldering the burden; (ii) Together in the 'problem space'; and (iii) Non-directive solutions. These practices show how empathy, accountability, and agency are negotiated in institutional talk. When present, call handlers typically foster alignment and progress toward solution-focused outcomes; when absent, conversations often stall or escalate.

Using data extracts, I will demonstrate how these competencies operate in practice and reflect on how the social housing sector has begun applying them in staff training and communication protocols. This research illustrates how qualitative psychology can inform organisational culture and improve outcomes for vulnerable tenants. More broadly, it exemplifies the potential of applied CA to link micro-level interaction with macro-level concerns about social (in)justice and institutional empathy.



Friday 10th July 2026, 9:00 - 10:40, CLI 040, Symposium

From Research to Resource: Co-Creating Education on Healthy Masculinities

Symposium title: Contemporary qualitative psychology in the UK context: Advances in pedagogy, applied research and quality evaluation

WHITAKER C. [1]

[1] *Leeds Trinity University, Leeds, United Kingdom*

Keywords: Masculinities, Co-creation, Education

In the United Kingdom, public and media attention to young men and masculinities has intensified, alongside recognition of the pressures some young men face in negotiating identity, influence, and belonging. These discourses are often highly polarised; while some highlight the constraints of gendered expectations, others frame masculinity itself as inherently problematic. Such tensions can create fertile ground for online figures who commodify masculinity, offering belonging and certainty while reinforcing restrictive and exclusionary norms rooted in extreme forms of traditional masculine ideologies.

Although the psychosocial harms of traditional masculine ideologies are well established, systematic efforts to support young people to critically engage with such narratives are comparatively recent. The Department for Education's (2025) revisions to the Relationships, Sex and Health Education statutory guidance now require schools to address misogyny, incel culture, and healthy masculinities. These changes signal growing recognition of this need.

This presentation reflects on a developing programme of qualitative work surrounding constructions of the twenty-first-century man. It traces the project from the co-design of a student workshop on masculinity, influence, and algorithms, to the ongoing co-creation of freely available educational resources with secondary school pupils and educators. Guided by a social justice and critical psychological lens, the work seeks to make psychological knowledge accessible, strengthen educators' confidence, and foster inclusive discussions of masculinities. Reflections consider the opportunities and tensions of co-creation, particularly in translating psychological research into practice and negotiating differing constructions of the 'twenty-first-century man' across contexts.



Friday 10th July 2026, 9:00 - 10:40, CLI 035, Symposium

Presentation of the symposium

Symposium title: Qualitative research in vocational psychology: Amplifying less-heard voices to inform new knowledge

MCMAHON M. [1]

[1] *The University of Queensland, Brisbane, Australia*

Keywords: Qualitative research, Vocational psychology, Voice amplification

Rapid change is a feature of the contemporary world. Almost daily we hear reports of political, environmental, social, and economic challenges facing societies and citizens. The labour market is a volatile context in many countries. Constructing careers through entry into, transition through, and exit from the labour market poses challenges for many people such as migrants, and refugees, and those experiencing disadvantage such as unemployment. Through its focus on work decisions and transitions, vocational psychology seeks to assist people to construct productive, meaningful, and satisfying careers. Work and life are inseparable; employment or unemployment influences individuals, families, and societies. Vocational psychology recognises the dynamic and complex nature of people's careers.

This symposium focuses on qualitative research in vocational psychology. Qualitative research is culture and context sensitive and amplifies the voices of participants by gathering nuanced understandings of their situations. In this way the new knowledge gathered offers insights into participants potential contributions to work environments, families, and society as well as their support needs. The four presentations demonstrate the value of qualitative vocational psychology research for engaging in respectful, participant focused, inquiry in a research environment marked by the ethics of care and amplification of participant voices while taking steps to ensure research quality. The symposium will offer examples of different research methods, outline their advantages and disadvantages and strategies to ensure quality, and describe how the findings can inform detailed understandings of the topic of interest, and offer suggestions about potential psychological support and interventions.



Friday 10th July 2026, 9:00 - 10:40, CLI 035, Symposium

A Labour of Love: Using Interpretative Phenomenological Analysis to Explore International Students and Accompanying Partners' Career-Decision Making

Symposium title: Qualitative research in vocational psychology: Amplifying less-heard voices to inform new knowledge

WOODEND J. [1], *BEGG M.* [1]

[1] *University of Victoria, Victoria, Canada*

Keywords: Interpretative Phenomenological Analysis, international students and accompanying partners, career decision-making

International education is often framed as an individual pursuit, yet many international students arrive with accompanying partners whose lives and careers are deeply impacted by the decision to study abroad. This presentation highlights a qualitative study that foregrounds the couple as the unit of analysis, offering a nuanced understanding of career decision-making within international student partnerships. Although students may seek international education and work experience to enhance career prospects or pursue immigration pathways, accompanying partners, who are often highly skilled professionals, frequently experience career disruption due to limited work rights and social recognition in the destination country. These career decisions can then have uneven influences on the career development of the couple.

Using Interpretative Phenomenological Analysis (IPA), this study explores how couples jointly navigate the decision to study internationally, focusing on complex negotiations (e.g., sacrifice, aspiration, and relational influence). The presentation outlines methodological adaptations for conducting IPA with dyads, including strategies to support rigour and ethical sensitivity when working with marginalized voices. The presentation will also highlight advantages and limitations of this approach, along with implications for continuing to expand qualitative research in vocational psychology beyond the individual to include families and relational systems.

By centering qualitative research approaches that explore the experiences of international students and accompanying partners, this work contributes to more inclusive and contextually grounded understandings of career development.



Friday 10th July 2026, 9:00 - 10:40, CLI 035, Symposium

And Now, With Feelings: Secondary Analysis of International Students' Critical Incidents

Symposium title: Qualitative research in vocational psychology: Amplifying less-heard voices to inform new knowledge (A20264MM)

ARTHUR N. [1], *WOODEND J.* [2]

[1] *University Of South Australia, Adelaide, Australia*
[2] *University of Victoria, Victoria, Canada*

Keywords: Critical incident technique, secondary analysis, emotions

International students' transitions from education to employment are deeply shaped by emotional experiences and responses. Prior research has emphasized human capital and employability, yet beneath these narratives runs a powerful emotional current shaping, and shaped by, career transitions. The constant evaluation of progress toward career goals brings a shifting mix of hope, anxiety, pride, and uncertainty. These emotions are not incidental; they emerge from changing circumstances, evolving aspirations, and the interplay between personal and contextual influences.

The study highlights critical incident research as a qualitative, participant-centred method that gives voice to meaning-making and career transition experiences. This presentation reports on a secondary analysis of critical incidents, using Reflexive Thematic Analysis to uncover how culture, context, and coping strategies intertwine in international graduates' transition experiences. The findings are organised under three main themes in which emotions are seen as active companions rather than passive reflections of events.

The discussion considers the strengths and challenges of secondary analysis, illustrated through these two qualitative approaches for studying complex transitions, including their capacity to illuminate emotion, context, and agency. By centring feelings within qualitative inquiry, this research advances understanding of international students' transitions and invites career practitioners and researchers alike to integrate emotional awareness into theory, practice, and support programs.



Friday 10th July 2026, 9:00 - 10:40, CLI 035, Symposium

Voices of career changers facing chronic health conditions and their significant ones: A multiple perspective interpretative phenomenological analysis

Symposium title: Qualitative research in vocational psychology: Amplifying less-heard voices to inform new knowledge

COQUOZ R. [1], BRAZIER C. [1], MASDONATI J. [1]

[1] University of Lausanne, Research Centre in Vocational Psychology and Career Counseling (CePCO), Lausanne, Switzerland

Keywords: Involuntary Career Change, Multiple-Perspective Interpretative Phenomenological Analysis, Chronic Health Conditions

Involuntary career changes due to chronic health conditions are disruptive experiences that can have a lasting impact on the lives of both career changers and their entourage (Brazier et al., in press). Research in vocational psychology has demonstrated the value of Interpretative Phenomenological Analysis (IPA) in examining these challenging forms of career transition (Woodend & Arthur, 2024). Yet, methodological approaches for capturing the systemic implications of such phenomena remain underexplored, despite extensive evidence of the relational and socially embedded nature of careers (McMahon & Patton, 2018). As a result, while research has primarily focused on the individual undergoing a career transition, knowledge about the lived experiences of members from their social environment remains limited (George et al., 2022). We present the results of ongoing research using Multiple Perspective IPA (MP-IPA, Larkin et al., 2019) to compare the experience of career changers with that of a significant other (partner, family member, or friend). Initial results point to both shared and distinct features of career change experiences among the members of a dyad. They also reveal complementary, unbalanced, or reciprocal relational patterns that shape the trajectory and meaning of change. Overall, this study paves the way for empirical, methodological, and praxeological insights. First, it outlines the potential of MP-IPA for gaining a systemic understanding of career transitions and giving voice to the significant others involved. Secondly, MP-IPA triggers specific ethical challenges and calls for reflection on the quality criteria for qualitative research. Third, MP-IPA results plead for more integrative career counselling practices.



Friday 10th July 2026, 9:00 - 10:40, CLI 035, Symposium

Mapping Career Journeys: A Systemic and Process-Oriented Qualitative Approach

Symposium title: Qualitative research in vocational psychology: Amplifying less-heard voices to inform new knowledge

SGARAMELLA T. [1]

[1] *University of Padova, Padova, Italy*

Keywords: Systems Theory Framework, process mapping, career narratives

Career development is a dynamic and evolving process shaped by multiple transitions and diverse influences. In an era of rapid technological advancement, automation, and shifting work roles, individuals increasingly encounter uncertainty, skill mismatches, and limited opportunities for active participation in work and societal contexts. These challenges are compounded by personal vulnerabilities and complex career narratives, each situated within unique intraindividual, cultural, and socioeconomic contexts that influence values, opportunities, and expectations.

To address this multifaceted reality, the Systems Theory Framework (STF) of career development offers a comprehensive, holistic perspective. STF conceptualizes career development as a dynamic process arising from the continuous interaction among individual, social, and environmental systems. Within this framework, narrative career counseling provides a qualitative and reflexive means for individuals to explore self-concepts, construct alternative meanings, develop agency, and co-construct career stories.

Applying an STF lens requires clearly defined steps, guiding principles, and phases to capture the intricate interplay of personal, contextual, and temporal systems shaping career development.

This study draws on narratives from small groups of adults with complex life stories, single-case analyses, and longitudinal case studies to identify thematic patterns and developmental processes as well as illustrate the dynamic interconnections among systems influencing career trajectories.

By integrating multi-level coding, temporal tagging, and systems' interaction mapping, the proposed approach advances a systems- and process-based framework for qualitative analysis. This framework may be particularly valuable for exploring layered and complex career phenomena that benefit from both open, inductive inquiry and the structured, deductive application of established theoretical models.



Friday 10th July 2026, 9:00 - 10:40, CLI 005, Symposium

Presentation of the symposium

Symposium title: “We Change the Place and the Place Changes Us”: Discussing People-Place Relations and Everyday Political participation

MUTTON Z. [1], *CASTRO P.* [1]

[1] *Iscte - Instituto Universitário de Lisboa, Lisboa, Portugal*

Keywords: Political participation, People-Place Relations, Locatedness

This symposium discusses the links between social environmental psychology, which recalls the locatedness of psychosocial processes, and social political psychology, which highlights how these are shaped by place-related policies. Therefore, we look at people-places-society/policy relations addressing in-place/located political participation. First, the literature has addressed these relations analyzing how institutions - constructing place-policies, and hegemonic place-narratives and representations - facilitate or hinder political participation. Secondly, investigated how people make sense of and appropriate places through political participation. Nonetheless, many research directions are still open, such as exploring how in-place political participation allows to pluralize place-meanings, bringing up different voices of different actors, engendering competing meanings, and linking them to people’s life–place trajectories. Or exploring how political participation allows to reconstruct the public sphere, concerning urban citizenship and coexistence, and how meanings about transformations affecting place – e.g., climate change – arise within power dynamics. The following presentations move through these directions, grounded in qualitative methods: walking interviews, focus groups, visual–qualitative mapping and participant observation. The first addresses space’s discursive processes to construct urban citizenship of refugees and migrants. The second explores activists’ bonds with multiple public and private places in relation to their participation. The third examines power dynamics between different actors – e.g., climate change activists and industrialists – in representing projects of environmental change. The fourth investigates how activist university students reconfigure urban borders making sense of urban coexistence. These studies highlight how in-place political participation can produce meanings for reconfiguring how these issues are constructed at societal levels.



Friday 10th July 2026, 9:00 - 10:40, CLI 005, Symposium

Mapping urban citizenship: Social Psychology, migration, and the spatial turn

Symposium title: "We Change the Place and the Place Changes Us": Discussing People-Place Relations and Everyday Political Participation

ZISAKOU A. [1], FIGGOU L. [2], VROULIDAKI A. [2]

[1] Autonomous University of Barcelona, Barcelona, Spain
[2] Aristotle University of Thessaloniki, Thessaloniki, Greece

Keywords: refugee integration, citizenship, space

In recent decades, the interest of social psychology in people-place relationships has grown significantly, with various studies exploring how discursive constructions of space decisively organise, regulate, and transform intergroup relations. Building on the spatial turn in social psychology, we focus on "urban citizenship" as a useful tool to rethink coexistence and bottom-up notions of integration of refugees and migrants. We report findings from two studies: (1) 25 walking interviews with refugees in Greek cities and (2) 15 semi-structured interviews with staff working in shelters for unaccompanied refugee minors in different cities in Greece. Across both datasets, space emerged as a discursive resource, mobilised to support or refute integration arguments, as well as a material resource, with concrete places playing an important role in the way in which integration arguments were articulated and located. Walking interviews with refugees showed that space can reframe integration from a top-down, nation-centred, linear transition (from non-integrated to integrated) to a dynamic process of urban exploration, place-based claim-making, and use of the city's resources. Interviews with staff underscored that the spatial isolation of facilities (highlighted through the rural/city divide, distance from city centres, weak transit, scarce services, and a general scarcity of urban resources) was constructed as directly influencing aspects of urban citizenship and integration, producing a form of conditional urban citizenship and constraining integration. Social psychology of space can make a significant contribution to the study of migration, integration, and citizenship, by highlighting situated and intersecting inequalities.



Friday 10th July 2026, 9:00 - 10:40, CLI 005, Symposium

Where politics takes place: Participation and the reconfiguration of everyday person–place relations

Symposium title: “We Change the Place and the Place Changes Us”: Discussing People-Place Relations and Everyday Political Participation

PRADILLO-CAIMARI C. [1,2], SCHERPING A. [2], RODÓ-ZÁRATE M. [2]

[1] Universitat de Barcelona, Barcelona, Spain
[2] Universitat Pompeu Fabra, Barcelona, Spain

Keywords: political participation, place experience, qualitative mapping

Since the spatial turn, social psychology has shown how political engagement is emplaced, (re)configuring public spaces through struggles over meaning and belonging. This paper extends that discussion by examining how experiences of participation transcend the immediate sites of conflict and reconfigure people’s affective and symbolic relations with other places in everyday life. Analyzing the intersectional place experiences of participants involved in social movements, we show how engagement in collective action broadens the political imaginary of where politics happens, revealing how ordinary spaces are also transformed due to political participation.

Our data comes from a wider research project, Intermaps, which seeks to understand how structural inequalities are (re)produced in daily place and how they differently affect people’s everyday lives. In order to combine intersectional, emotional and spatial information, we developed a new digital qualitative mapping tool: Relief Maps+ (https://reliefmaps.upf.edu) and collected data from 1005 participants in Catalonia.

The findings reveal a heightened expression of discomfort and a politicized re-signification of everyday spaces, such as homes, governmental offices or health centers, among participants engaged in social movements. This indicates a broad transformation in the sense of place, extending beyond the arenas of activism. In addition, geo-referenced data uncover diverse political experiences, offering deeper insight into how participation and place are mutually reconfigured, reinforcing the idea that people-place bonds are reshaped by political engagement. Methodologically, the study highlights the potential of visual–qualitative mapping for advancing discussions on political subjectivity, affective geographies, and the everyday micropolitics of space.



Friday 10th July 2026, 9:00 - 10:40, CLI 005, Symposium

Economical growth vs. Economical degrowth: divided social change projects in groups with different social positions.

Symposium title: We Change the Place and the Place Changes Us": Discussing People-Place Relations and Everyday Political Participation

LEROY A. [1], *FOINTIAT V.* [2], *BERTOLDO R.* [2]

[1] *GREPS, Lyon, France*
[2] *LPS, Aix en Provence, France*

Keywords: Social change, Social positions, Environmental issues

Theoretical framework. Societal transformations required to address climate change are deeply divisive: some perceive them as a threat, while others consider them insufficient. Drawing on Social Representations Theory, this study aims to understand how these differences emerge among groups who are differently responsible for climate change (e.g., activists vs. industrialists). In this study, we examine how group belonging shapes tensions between competing societal projects related to environmental change: economic growth vs. economic degrowth.

Method. We conducted focus groups that involved industry leaders, climate activists, members of environmental associations, and precarious publics. Two focus groups were conducted within each of the above-mentioned groups (eight focus groups in total). Participants were invited to discuss the causes and solutions to climate change and to react to two contrasting quotes proposing alternative models of social change (economic growth vs. economic degrowth). We applied a discursively oriented thematic analysis on the focus group transcriptions, and the study focuses on the reactions of the groups to the different quotes.

Results. Although all the discussions between groups revealed mixed forms of agreement and disagreement with each quote, the sources of tension were not the same across groups. We will discuss these results by showing how these tensions around different societal projects mirror the material and symbolic positions of each group.



Friday 10th July 2026, 9:00 - 10:40, CLI 005, Symposium

Making (sense of) Urban Coexistence through Political Activities: A Reflection on Porosity and Mobility in Self-Others-Place Relations

Symposium title: “We Change the Place and the Place Changes Us”: Discussing People-Place Relations and Everyday Political participation

MUTTON Z. [1], *CASTRO P.* [1]

[1] *Iscte - Instituto Universitário de Lisboa, Lisboa, Portugal*

Keywords: Political participation, Porosity, University students

Urban coexistence and mobility of different actors, identities, uses, norms, and spheres – e.g., public, private, and political – is crucial to understand how people make sense of urban places and their ambivalences, within diverse Self-Others-Place relations. Importantly, scholars highlighted how local state-institutions can enhance urban coexistence by making porous urban borders – facilitating mobility between different places - or hinder it, by accentuating rigid urban borders. Nonetheless, there is still paucity of research that investigate how porosity is constructed through political activities within Self-Others-Place relations, involving political collectives and movements. This work discusses the role of porosity and mobility in the making of urban coexistence, presenting an ethnography conducted in Bologna about how university students in-mobility engage in political activities to negotiate the uses of urban places with the local state institutions. Participant observations and 14 walking interviews were conducted between March 2022 and February 2023 with 5 students collectives and associations when they were conducting political activities in urban places. A Reflexive Thematic Analysis has been conducted on fieldnotes, pictures, video, and walking interviews, identifying how porosity is constructed during in-place political activities. The analysis show that porosity is mobilized to 1) Contest the institutional governance by introducing alternative uses and norms of places; 2) Search for allies with different groups, as vulnerable dwellers, long-term residents and tourists; 3) Make sense of ambivalences and contradictions of relating with Others in urban places. Concluding, porosity represents a relevant perspective in social psychology to analyse the dynamics of urban coexistence.



Friday 10th July 2026, 9:00 - 10:40, CLI 007, Symposium

Presentation of the Symposium

Symposium title: The Value of Qualitative Inquiry and Methodology in Clinical Psychology Research: The Philippine Experience

SALVADOR D. [1]

[1] *University of the Philippines Diliman, Quezon City, Philippines*

Keywords: qualitative inquiry and methodology, reflexivity, clinical psychology

Clinical psychology research, especially those being done in and coming from wealthy and developed nations, has evolved to prioritize quantitative methodology, specifically the RCT (randomized controlled trial) paradigm and its preoccupation with establishing cause-and-effect. In Global South nations such as the Philippines, however, qualitative inquiry and methodology remain highly prized in clinical psychology research not least because clinical psychology researchers in the Philippines also tend to be themselves practitioners providing psychotherapy, counseling, and clinical assessment services and, in many instances, doing so for underprivileged individuals and communities. The qualitative research paradigm marries well with clinical psychology practice's goal of understanding the "whys" and "hows" of human experience, its valuation of socially and relationally constructed "truths" and realities, its prizing of the idiographic, subjective, and unique, and its commitment to cultivating self-awareness and reflexivity. The presenters of this symposium are clinical psychology researcher-practitioners. Each presentation showcases how qualitative inquiry and methodology enriches our understanding of the complex phenomena that clinical psychologists are often privileged to encounter in our work.



Friday 10th July 2026, 9:00 - 10:40, CLI 007, Symposium

Filipino University Students' Lived Experience of Emotion Dysregulation: Making the Case for Qualitative Inquiry in Transdiagnostic Research and Practice

Symposium title: The Value of Qualitative Inquiry and Methodology in Clinical Psychology Research: The Philippine Experience

ANG C. [1]

[1] *University of the Philippines Diliman, Quezon City, Philippines*

Keywords: Emotion dysregulation, Interpretative Phenomenological Analysis, Transdiagnostic process

Emotion dysregulation (ED) has been widely recognized as a transdiagnostic process underlying a myriad of psychological disorders. However, it is often studied as a measurable construct within specific disorders using quantitative methodologies. Such approaches limit our understanding of ED as a multifaceted and transdiagnostic phenomenon. This paper underscores the unique value of qualitative inquiry, particularly Interpretative Phenomenological Analysis (IPA), in elucidating the nuanced and contextualized ways that individuals experience and make sense of ED. Drawing from the lived experiences of Filipino university students diagnosed with Major Depressive Disorder (MDD), Borderline Personality Disorder (BPD), and Generalized Anxiety Disorder (GAD), this IPA research showcases how ED was experienced by participants through six shared features while, at the same time, shaped by each individual's sense of self, everyday context, and environmental conditions. Specifically, the study reveals how typical Filipino family dynamics, societal pressures of studying in a premier state university, and the Filipino way of experiencing and regulating emotions can shape emotional expression and dysregulation that in turn influence the development of MDD, BPD and GAD. In the Philippine's cultural context, where "*kwento*" and "*kwentuhan*" (i.e., sharing stories through conversations or storytelling) are integral ways of knowing and relating to others, a qualitative inquiry that draws out participants' narratives and the meaning they ascribed to their emotional experiences offers a culturally resonant approach to enrich transdiagnostic research and contribute to clinical practice.



Friday 10th July 2026, 9:00 - 10:40, CLI 007, Symposium

It's About My Womanhood Too: The Value of Reflexivity in Understanding Filipino Women's Lived Experience of Infertility

Symposium title: The Value of Qualitative Inquiry and Methodology in Clinical Psychology Research: The Philippine Experience

INOCENCIO L. [1]

[1] *University of the Philippines Diliman, Quezon City, Philippines*

Keywords: reflexivity, infertility, womanhood

This presentation offers a reflexive account drawn from a qualitative study exploring the experiences and meanings of infertility among six Filipino women. I reflect on how my position as an unmarried woman with polycystic ovary syndrome (PCOS), one of the primary causes of infertility, and holding ambivalent feelings toward motherhood shaped the research process. This positionality influenced the dynamics of the interviews and the interpretation of meaning during analysis, allowing me to empathize with participants' frustrations about how their bodies seemed to work against them, while also being attuned to alternative life trajectories that challenge the normative expectation of motherhood. Engaging with participants who grappled with their sense of womanhood also prompted me to confront my own assumptions, desires, and discomforts about reproduction within a pronatalist society. In doing so, I experienced the research as a transformative process that shaped not only my understanding of the topic but also my view of myself as a woman. Through this reflexive engagement, I critique the notion of value neutrality that continues to underlie much of psychology's post-positivist tradition. I argue that reflexivity is not a threat to scientific rigor, but a vital tool for cultivating critical awareness about the researcher's embeddedness in the meaning-making process, and a way to deepen our understanding of the human experience.



Friday 10th July 2026, 9:00 - 10:40, CLI 007, Symposium

One of the Boys(?): The Role of Reflexivity in Research on Women Delivery Riders' Experiences at Work

Symposium title: The Value of Qualitative Inquiry and Methodology in Clinical Psychology Research: The Philippine Experience

IGNACIO R. [1], *SALVADOR D.* [1]

[1] *University of the Philippines Diliman, Quezon City 1101, Philippines*

Keywords: reflexivity, positionality, women in male-dominated work environment

In male-dominated work environments, narratives of women are fraught with experiences of sexism, (micro)aggression, and systemic disadvantages, among others. Interestingly, in my 5 interviews with women delivery riders in Metro Manila, Philippines, other than challenges that came with the work itself, the participants shared positive work experiences with their male co-delivery riders. One theme even focused on how their womanhood has become instrumental in maintaining smooth interpersonal relationships, keeping themselves safe, and making work enjoyable. However, as I was doing the interview and analyzing their data, for me, their stories were laden with experiences of microaggression and benevolent sexism. I often found myself caught between conflicting thoughts and decision points about how to proceed with my study. Other than supervision from my thesis adviser, reflexivity facilitated my examination of my positionality and privileges. It was also vital in the decision points I made in analyzing and writing my thesis. The presentation will elaborate on how I navigated being faithful to the data and to their experiences, while at the same time emphasizing how our social positions (theirs and mine) shape our conflicting meanings, which was key to critical decision points as I finished my study. While this subsection of my thesis ended with a challenge rather than an 'answer' to one of my research questions, I will also share how reflexivity is continuously shaping my plans as I draft the proposal for extending this study.



Friday 10th July 2026, 9:00 - 10:40, CLI 007, Symposium

It's Not Therapy But It Sure Is Healing: Therapeutic Potential of the Qualitative Research Process

Symposium title: The Value of Qualitative Inquiry and Methodology in Clinical Psychology Research: The Philippine Experience

SALVADOR D. [1]

[1] *University of the Philippines Diliman, Quezon City, Philippines*

Keywords: therapeutic research, phenomenology of doubt, psychological wellbeing

The idea of research being therapeutic reflects the valuation of participant wellbeing beyond that of the ethical imperative to do no harm. Therapeutic research aims to create opportunities, within the research context, for participants to experience gains in psychological wellbeing. In humanistic-existential psychology and psychotherapy, encounter refers to the mutual experience of two individuals which facilitates change and growth. In this presentation, I discuss the ways by which the qualitative research process that I and my participants undertook together, in a joint effort to understand deeply their lived experience of doubt (pagdududa in Filipino) and how it relates to their psychological wellbeing, had therapeutic impact on my participants as well as on me, and how such insight into the therapeutic potential of the qualitative research process yielded insight into how the experience of doubt could be facilitated therapeutically for and with Filipino clients.



Friday 10th July 2026, 9:00 - 10:40, CLI 036, Symposium

"Presentation of the symposium"

Symposium title: Discursive Psychology of Race and Racism: The Enduring Significance of Enslavement and Coloniality

PERKINS K. [1], GOODMAN S. [2], SAMBARAJU R. [3], KIRKWOOD S. [3]

[1] SUNY Purchase, New York, United States
[2] De Montfort University, Leicester, UK
[3] The University of Edinburgh, Edinburgh, UK

Keywords: Discursive Psychology, Racism, Coloniality

The world is yet again facing unprecedented challenges related to race and racism. Discursive and rhetorical psychology-a critical paradigm within psychology- has pioneered important insights into race and prejudice by framing people's talk of racism as a social practice with varied social practices and functions. However, these paradigms have been limited in their attention to racism's (in talk and text) connections to enslavement, coloniality, and their complex interplay. Anchored in the writings of critical race theory, this symposium aims to address these gaps and write back to these critical frameworks by focusing on the relevance of colonial empire, enslavement, and White supremacy animating across the globe. The first paper, presented by Krystal M. Perkins, advocates for a deeper examination of anti-Blackness and anti-Black racism as critical areas for theorizing race and racism within discursive and rhetorical psychology. The second paper, delivered by Simon Goodman, analyses discussions surrounding slavery and colonial empire, particularly in the context of comments made by a Black British celebrity regarding slavery reparations. The third paper, presented by Rahul Sambaraju, examines discussions about the British Empire's racial and colonial injustices after the passing of Queen Elizabeth II in 2022. The final paper, presented by Steve Kirkwood, analyses the 2022 UK race riots and the reproduction and mobilization of "British values". In summary, this symposium, composed of four papers, argues that a thorough and systematic examination of discourses related to enslavement and coloniality is essential for developing a rigorous understanding of race and racism in contemporary societies.



Friday 10th July 2026, 9:00 - 10:40, CLI 036, Symposium

Taking racism seriously: sketching a future for discursive psychology of racism through a focus on anti-Black racism

Symposium title: Discursive Psychology of Race and Racism: The Enduring Significance of Enslavement and Coloniality

PERKINS K. [1], *SAMBARAJU R.* [2], *GOODMAN S.* [3]

[1] *SUNY Purchase, New York, United States*
[2] *The University of Edinburgh, Edinburgh, UK*
[3] *De Montfort University, Leicester, UK*

Keywords: discursive psychology, anti-Black racism, Blackness

Over the past three decades, the discursive turn in psychology has illustrated the social, political, and contextually sensitive nature of race and racism. In distinction to 'mainstream' psychological approaches, which might treat race and racism as cognitive or socio-structural phenomena that influence our social lives, discursive psychological work is distinctive in that it has treated race and racism as embedded in our social life, with a concerted focus on how race and racism are oriented to and managed in our social interactions. However, discursive and rhetorical psychological approaches have reached a theoretical impasse in what they can offer. That is, discursive and rhetorical approaches to race and racism have not extensively attended to the issue of anti-Black racism and anti-Blackness. In this paper, we outline ways of advancing the discursive psychology of race and racism by analyzing data from three contexts involving anti-Blackness. We show that discursive psychological studies can provide a situated investigation of race and racism by prioritizing the experiences and responses of Black people to racial encounters and policies. Additionally, we demonstrate how anti-Black race-talk is connected to the normalization of Whiteness and connected to socio-historical contexts that inform the production and negotiation of race and racism. These insights aim to encourage discursive psychological research on race and racism to engage with broader contemporary issues and open new avenues for future research.



Friday 10th July 2026, 9:00 - 10:40, CLI 036, Symposium

‘He should be given a one-way ticket to Africa’: Racist responses to a Black British celebrity’s comments about slavery reparations

Symposium title: Discursive Psychology of Race and Racism: The Enduring Significance of Enslavement and Coloniality

GOODMAN S. [1]

[1] *De Montfort University, Leicester, United Kingdom*

Keywords: Discursive Psychology, Prejudice, Anti-Black Racism

The British empire’s use of slavery was a humanitarian disaster that established racist inequalities that persist in the UK, the US and beyond. Talk about slavery and the empire in the UK is contentious as the empire can be celebrated by some, and its economic impacts still felt, while also deplored by others for its racist legacy and severe negative impact on former colonies. The role of slavery was a major feature of the #BlackLivesMatter (BLM) campaign in the UK. This paper builds on the growing discursive social psychological work on anti-Black racism and addresses responses to a Black British celebrity (Sir Lenny Henry)’s comments about slavery reparations in a right-wing British newspaper and its online comments section addressing the question ‘how are claims about slavery reparations responded to?’. A discursive analysis of the Telegraph newspaper article “Lenny Henry’s reparations demands won’t end racism. They’ll fuel it like never before” (8/10/2025) and the following online discussion show how calls for reparations are branded ridiculous and as anti-White racism, while showing support for the empire, downplaying the severity of slavery and presenting compensation to slave owners as the same as reparations. Together, these make (a prominent Black British man) complaining about slavery an accountable and problematised activity. These arguments are used alongside recognisable anti-Black tropes such as claims of low intelligence and the use of the ‘go back to Africa’ argument. Parallels with anti-BLM and anti-migration arguments will be discussed.



Friday 10th July 2026, 14:00 - 16:00, CLI 118, Oral presentation

Tensions, Ethics, and Responsibilities in Enacting Decolonial Qualitative Research

MALOTT K. [1], *BARRACLOUGH S.* [2]

[1] *Villanova University, Villanova, United States*
[2] *University Of Canterbury, Christchurch, New Zealand*

Keywords: decolonial, reflexivity, methodology

In this presentation we take up the conference call to interrogate the potential for change offered by qualitative research to help us live in a more just and equitable world. We focus on our qualitative research over the previous six years, involving multiple studies exploring both decolonial therapy and decolonial educational practices within the academy. As two white female academics, situated in the settler-colonial nations of Turtle Island/United States and Aotearoa New Zealand, the presenters critically examine three key aspects of decolonial research processes. Sharing key definitions of decolonial research practices the researchers will explore how a critically reflexive attention to power dynamics, mutual reciprocity and accountability, and transformative praxis generated new tensions and responsibilities for their ongoing decolonial research aims. Through this presentation we hope to direct attention to questions of methodological challenge in enacting transformational research in a world facing ongoing uncertainty and change.



Friday 10th July 2026, 14:00 - 16:00, CLI 118, Oral presentation

Facing the unbearable : A reflexive approach to the researcher's affect in qualitative research - Anguish as an example

CHERQAOUI K. [1]

[1] *RPpsy Poitiers CAPS Laboratory, POITIERS, France*

Keywords: ethics of implication, researcher's affect, qualitative research

In contemporary contexts marked by ethical and institutional uncertainty, qualitative research increasingly exposes the researcher to affective and epistemic limits. Through this contribution we aim to explore how researcher's affect, particularly anxiety and discpmfort, can be approached not as methodological noise, but as essential ressources of knowledge construction and transformation.

Drawing on a qualitative research, conducted in end of life care settings, this study examines how researcher's affective experience participates inshaping both the interpretative process and the world it seeks to understand. through a reflexive and interpretative framework (Devreux, 1967) the researcher's contertransference mouvements, moments of silence, and emotional resonance are treated as data in their own right, capable of revealing underlying individual and institutional resistances.

This analysis highlights that the unbearable (moments when meaning collapses) functions as a limit-experience where the subject, the method and the world intersect. These moments of rupture invite a shift from the ideal of mastery towards an ethic of implication, in which vulnerability of the researcher becomes a condition for the emergence of meaning.

By theorizing affect as a space of co-production between researcher and participants, this work argues for a reflexive psychopathology of qualitative inquiry, one capable of contributing to a psychology of and for the world-making. the suggested approach thus extends beyond methodological concerns to address the ethical and transformative potential of qualitative research in times of institutional and social crisis.



Friday 10th July 2026, 14:00 - 16:00, CLI 118, Oral presentation

Reflexivity as a Strategy for Monitoring the Quality of Qualitative Research During Data Collection and Analysis: A Psychological Perspective

SOROKO E. [1], *BANDEL J.* [1]

[1] *Adam Mickiewicz University, Poznań, Poland*

Keywords: Reflexivity, Research quality, Psychological researcher positionality

In qualitative research, reflexivity is gaining increasing recognition as a key strategy for ensuring the quality of the research process. This trend is reflected both in the qualitative research reporting standards of the American Psychological Association and in the expectations of journals publishing qualitative studies. Reflexivity is understood as an ongoing self-examination through which researchers observe and analyse how their own characteristics, experiences, knowledge, beliefs, and aspects of identity—as well as the broader research context—shape and co-construct the study. This paper adopts a psychological perspective on reflexivity and conceptualizes it as a strategy for monitoring research quality at two critical stages: data collection and data analysis. The first concerns the interview as an interpersonal situation in which relational positions and personality factors become active, while the second focuses on analytic work as a set of cognitive activities influenced by heuristics and the researcher's emotional processes. We demonstrate how the deliberate and systematic use of reflexivity can enhance the credibility, transparency, and psychological depth of qualitative studies. Illustrative examples of reflexivity at both stages are drawn from our own research as well as from existing literature.



Friday 10th July 2026, 14:00 - 16:00, CLI 118, Oral presentation

Relational Hermeneutics: An Integrative Theoretical and Methodological Framework for Interpretative Research

STRAUB J. [1], *RUPPEL P.* [1]

[1] *Ruhr University Bochum, Bochum, Germany*

Keywords: Relational Hermeneutics, Interpretation, Relationality

In this presentation we will discuss key perspectives of relational hermeneutics. Relational hermeneutics is not a specific method but an integrative theoretical and methodological framework for the interpretative analysis of texts, images, and other data. It encompasses a theory and methodology of interpretation and allows for the integration of various methods and techniques of empirical data analysis used in qualitative researchers in Psychology as well as neighboring disciplines and fields. Relational hermeneutics understands every interpretation of data as a relational event and the empirical findings of hermeneutic research as relationally structured facts. Furthermore, relational hermeneutics views the epistemic subject as a historically, culturally, and socially embedded individual.

Comparative analysis plays a vital role within this framework. Relational hermeneutics emphasizes the importance of comparative thinking for interpretative research and the sources of knowledge (horizons of comparison) available to the interpreter. In this presentation we will illustrate a typology which has been developed as part of relational hermeneutics that systematizes comparative interpretation with regard to the principle availability of sources of knowledge (horizons of comparison). With this, we intend to highlight what is generally and inevitably involved when research is interpretative.



Friday 10th July 2026, 14:00 - 16:00, CLI 040, Oral presentation

The Name "Vichy" in the French Press: Representational Dynamics and Memory Challenges

ESKINAZI R. [1], *HAAS V.* [1]

[1] *Université Lumière Lyon 2, Lyon, France*

Keywords: collective memory, social representations, vichy

The theoretical connections between social thought and collective memory are an important element in social psychology, and more specifically, in the theory of social representations. In this context, one event is a pertinent example: the Vichy Period in France. Despite its fall with the end of World War II, references to this event remain present in the national arena. Thus, the name “Vichy” serves as an anchor for a universe of meanings that evoke more than the historical period itself, highlighting contrasting socio-political representations and identities. Within this perspective, the press plays a central role in disseminating these meanings, while reflecting what circulates in social thought. The objective of this study is to analyze how the term “Vichy” is used in the French press and to explore how these naming processes are linked to specific social representations and historical memories of the period. A lexical analysis of articles published from 2020 to 2025 in the Europress database is proposed. The articles will be analyzed with the support of the IRAMUTEQ software, which allows the treatment of textual data through a Descending Hierarchical Classification to identify context types and separate them into classes. From this, a qualitative approach of the data will analyse and consider the meanings that emerge or remain silent through the absences, lexical gaps, and missing themes across the different presses. This comprehensive approach insights to illustrate how collective memory mobilizes social representations associated with Vichy, and how its past continues to resonate in the present.



Friday 10th July 2026, 14:00 - 16:00, CLI 040, Oral presentation

Social Sharing of Emotions and Teamwork: dialogical tensions surrounding an object of social representations

BOURICHE B. [1]

[1] *Aix Marseille University, Aix-en-Provence, France*

Keywords: Social Representations, Social Sharing of emotion, Dialogical Approach

Grounded in the proposals of a recent model aimed at conceptualizing the dynamics of the relationships between social representations (SRs) and emotions (Bouriche, 2022), this research explores the dialogical nature of social representations (Marková, 2023) within a social sharing of emotion (SSE) situation (Rimé, 2005), conceptualized as a dialogical engagement with an SR object involved in an emotional experience — namely, teamwork.

Having previously identified the content and structure of the SR object within the selected sample, four focus groups were constituted for an SSE situation based on participants' gender and the emotional nature of a previously reported mixed-gender teamwork experience (joy vs. anger).

Two discourse analyses were conducted on the focus groups data: a deductive thematic analysis (Castro & Mouro, 2016; Moloney & Walker, 2002), which examined the lexical referential weight associated with the status (central/peripheral) of SR components; and a pragmatic analysis (Batel & Castro, 2018), which considered the lexical referential weight according to the emotional nature (joy vs. anger) of the recalled experience of teamwork and participants' gender.

The results indicate that the dialogical process surrounding an SR object is not neutral, especially when the object is emotionally charged. Discourses are actively constructed through different group dynamics, thereby highlighting zones of tension surrounding the object (de-Graft Aikins, 2012; Jodelet, 2015; Kalampalikis & Apostolidis, 2021).



Friday 10th July 2026, 14:00 - 16:00, CLI 040, Oral presentation

Epistemic Battles in the Academy: Social Representations of Scholars and the Politics of Self-Positions

AMJAD ALI S. [1,2]

[1] *University of Pécs, Pécs, Hungary*
[2] *Sapienza Università di Roma, Rome, Italy*

Keywords: Decolonial, Positionality, Knowledge

This study examines how scholars represent themselves and their roles within academia, focusing on meanings attached to objectivity, neutrality, and activism. Using Social Representations Theory (SRT) as the guiding framework, the study explores how these orientations are collectively constructed, anchored, and circulated. Positionality is central here: the standpoint from which scholars speak, shaped by privilege, vulnerability, and institutional expectations, structures how neutrality is framed as legitimacy, activism as responsibility, or objectivity as an academic ideal. The research draws on an ongoing mixed-methods questionnaire distributed among scholars, which combines Likert-scale items with open-ended reflections. The quantitative dimension captures broad orientations toward academic roles and values, while the qualitative responses provide deeper insights into how scholars narrate their positionalities and experiences within the academy. Inspired by decolonial movements, the project situates these accounts within wider struggles over epistemic hierarchies and knowledge legitimacy, asking how colonial legacies continue to shape what is considered credible or valuable scholarship. Although analysis is still underway, preliminary observations suggest that representations of the "scholar" form a contested field, where objectivity, neutrality, and activism intersect in dynamic and sometimes contradictory ways. By examining these tensions, the study seeks to highlight how scholars negotiate their place in contemporary academia and how these negotiations reflect broader debates about the responsibilities and purposes of knowledge in times of social and political upheaval.



Friday 10th July 2026, 14:00 - 16:00, CLI 040, Oral presentation

AI Groups in Action: Mobilisation of Actors around AI in the UK and Korea

CHAE J. [1]

[1] *London School of Economics, London, United Kingdom*

Keywords: AI Technology, Mobilisation, Interview Analysis

AI is driving societal transformation, fueled by high-tech notions. The technology is indisputably moving to permeate scientific fields and all levels of society, not least due to the success of large language models. However, beyond the developments, AI is more than an inevitable force of nature; the study argues that it is also the result of mobilisation efforts by technology actors operating as a quasi-social movement.

This study examines the AI movement through social and psychological perspectives, grounded in social movement and social representation theory. Using semi-structured interviews with key stakeholders, the study traces the network of actors who have actively shaped and steered the AI landscape over the past decade.

To examine these dynamics comparatively, the study focuses on two nations: the UK and South Korea. While both possess strong technological capabilities, they also share a common geopolitical stance as influential middle powers in the global tech race, balancing economic ambitions with strategic constraints.

Results from retrospective interviews revealed how actors in both countries mobilised around landmark events, from the game-winning AI (AlphaGo) to the rise of GenAI tools (ChatGPT). However, as social representations of AI evolved differently in each context, the responses of actors diverged. When surging UK interest encountered resistance, actors accommodated concerns by embracing counterarguments. Korean actors, when met with waning enthusiasm, leveraged Go's cultural resonance to sustain momentum.

Overall, this study offers a comprehensive understanding of the AI movement driven by actor networks and their strategic mobilisation resources, which manifests differently across various cultural contexts.



Friday 10th July 2026, 14:00 - 16:00, CLI 040, Oral presentation

Epistemological Triangulation and Representations of Inequality: Evidence from Media Representations in Britain, France, and Sweden.

WALSH D. [1], *ZMERLI S.* [2]

[1] *CESICE, Grenoble, France*
[2] *Sciences Po Grenoble UGA, Grenoble, France*

Keywords: Triangulation, Inequality, Epistemology

Our research explores the cultural–political basis of how and why economic inequality comes to be contested as 'fair' or 'unfair', arguing that such representations are shaped both by institutional contexts and by the distributive justice norms (DJN) they sustain. At the same time, these representations are grounded in specific policy domains—such as healthcare, education, and taxation—where inequality becomes visible and legitimised.

We draw on findings from two ongoing studies to illustrate the value of epistemological triangulation. Rather than treating triangulation as a pragmatic merging of "quantitative" and "qualitative," we approach it as a dialogue between two epistemological orientations: a static epistemology (Marková, 2006), which assumes public understanding to be structured by relatively stable components, and a dynamic epistemology, which begins from uncertainty and views communication as an evolving, contested process.

The first study, aligned with the static approach, is a comparative analysis of media representations of economic inequality in Great Britain, France, and Sweden—representing liberal, conservative, and social-democratic welfare regimes—using time-series keyword analyses (2005–2024) to trace variation in DJN across policy domains. The second, aligned with the dynamic approach, is a qualitative thematic analysis of UK media coverage of taxation, revealing how DJN intersect with collective identities, spatial imaginaries, affect, temporality, and distrust. Together, these studies show that DJN are invoked to contest the fairness of inequality within policy areas, but also that diverse and often conflicting beliefs shape how inequality is made sense of— and ethically justified—within everyday domains of public experience.



Friday 10th July 2026, 14:00 - 16:00, CLI 035, Oral presentation

Between Passion and Vulnerability: Occupational Health in the Performing Arts

SEYVE C. [1], *LANEYRIE E.* [1]

[1] *GRePS, Université Lumière Lyon 2, Lyon, France*

Keywords: passion, artists, health

In a context marked by economic instability, the reconfiguration of professions, and the increasing fragility of employment status, artists occupy a distinctive place in the world of work (Buscatto, 2017). Their activity, often portrayed as a vocation or a passionate commitment, is also shaped by conditions of precarity, isolation, and psychological vulnerability. This paper explores, through a qualitative approach, how passion, often seen as the driving force of artistic creation, can simultaneously support and undermine artists' occupational health.

Embedded within a broader national research project (ANR) on performing artists, this study draws on an intervention conducted with a contemporary circus company and on the analysis of 55 individual interviews with circus performers, musicians, actors, and dancers.

The thematic content analysis highlights several interrelated dynamics. First, there is an almost total absence of occupational health prevention, coupled with significant physical and psychological strain, linked to precarious working conditions, intense emotional and bodily engagement, and the lack of collective support structures. At the same time, artists develop individual coping strategies and rely on work collectives that can serve as resources for health—or, conversely, become sources of tension, competition, or emotional overload.

These findings call for a rethinking of occupational health prevention in the performing arts, by acknowledging passion not only as a vector of creativity and commitment, but also as a potential source of vulnerability when the conditions of artistic work fail to support sustainable professional development (Vallerand et al., 2003).



Friday 10th July 2026, 14:00 - 16:00, CLI 035, Oral presentation

What Do Workplace Narratives Reveal About Hidden Ageism?

ILEA I. [1], PERTZ D. [1]

[1] University of Pécs, Pécs, Hungary

Keywords: Ageism, Narrative, Organization

Workplace ageism represents one of the most pervasive yet under-acknowledged forms of discrimination in contemporary organizations. Age-based stereotypes shape how employees relate to one another, influencing everyday interactions, experiences of inclusion, and well-being at work. These biases also permeate broader organizational processes, subtly affecting cooperation, trust, and perceptions of competence across generations. Understanding how such attitudes are linguistically constructed offers deeper insight into the everyday reproduction of inequality within professional contexts. Twenty-three employees participated in the study. Based on an adapted workplace version of the Bogardus Social Distance Scale, they were categorized as preferring either low or high intergenerational distance. Each participant wrote a story about an image depicting a workplace conflict between younger and older employees. The narratives were analyzed using the Narrative Categorical Content Analysis software (NarrCat) to examine whether linguistic markers of bias differed between the two groups. Participants who preferred greater social distance depicted the outgroup with more agentic linguistic markers, attributed to them more cognition-related and negatively evaluative expressions, while describing their ingroup through a higher proportion of positive evaluative terms. This pattern reflects a form of linguistic intergroup bias, suggesting that language serves to protect positive social identity by attributing responsibility and stable negative traits to the outgroup. The findings highlight how subtle linguistic constructions in workplace narratives can reveal implicit forms of age-based prejudice and contribute to maintaining generational boundaries.



Friday 10th July 2026, 14:00 - 16:00, CLI 035, Oral presentation

From language to discrimination masking: an example from the study of implicit arguments and markers of nuance

HASSELBERGER A. [1], *AGNOLETTI M.* [1]

[1] *Université de Lorraine, CNRS, ATILF, Nancy, France*

Keywords: Implicit, Discursive discrimination, Recruitment

Recruitment involves several steps, including sourcing, which consists of sorting CVs according to the relevant (skills…) or irrelevant information (hobbies…) they contain (Laberon & Bernaud, 2011; Delroisse 2011). Such information is used strategically to explain the choice of an applicant belonging to a category and to discriminate against another. Although explicit discrimination is prohibited, it can take subtle forms (N'Dobo & Gardair, 2006) through unusual linguistic expressions such as implicit arguments concealing a hypernym (relevant information) by mentioning its hyponyms (hobbies) (Galatanu, 2018), and markers of nuance masking uncertainty (N'Dobo, 2008).

Our aim is to show that the use of these linguistic forms differs in explaining the choice of a binary *vs.* non-binary applicant. It should be more favorable to the binary applicant than the non-binary one. 233 participants were presented with the story about sourcing for a multi-skilled employee position, including a binary and a non-binary candidate. They had to choose an applicant and explain their choice.

A content analysis shows that respondents used more hyponyms of relevant information (skills) in explaining their choice of the non-binary candidate ($p=0.05$). They employed more hyponyms of irrelevant information (travel) ($p=0.03$) and nuance markers ($p=0.001$) for the non-binary applicant than for the binary one.

The study of implicit arguments and markers of nuance suggests favorable treatment of the binary applicant and discrimination against the non-binary. It highlights the importance of linguistic expressions as they reveal "indirect" forms of discrimination and underlines the importance of qualitative data analysis.



Friday 10th July 2026, 14:00 - 16:00, CLI 008, Oral presentation

Conspiracy Theories as Dynamic Beliefs: A methodological critique

WAGONER B. [1,2], JØRGENSEN M. [2], KIRSTINE P. [2], HERBIG L. [3]

[1] University of Copenhagen, Copenhagen, Denmark
[2] Aalborg University, Aalborg, Denmark
[3] Aarhus University, Aarhus, Denmark

Keywords: Conspiracy theories, Mixed methods, Relationally

While research on conspiracy theories has rapidly expanded in recent years, it remains methodologically narrow in psychology. Most studies rely on self-administered questionnaires that treat survey responses as static indicators of belief ("x% believe in conspiracy y"), implicitly assuming that such beliefs are stable individual dispositions, detached from social and historical context. This paper challenges this assumption by approaching conspiracy beliefs within context-dependent communicative practices. Drawing on a mixed-methods study of responses to COVID-19, in which participants first completed a questionnaire measuring endorsement of specific conspiracies and then participated in an interview inviting them to elaborate on their earlier responses. The comparison between these two contexts of data collect reveals striking divergences that illuminate constraints of the method. Factors shaping these divergences include (1) the shift from written to oral communication; (2) social desirability and the self-reflexive distancing of statements such as "I know this is a conspiracy theory, but…"; (3) the openness of trust-based conversation; (4) differing interpretations of Likert items as hypothetical possibilities versus personal convictions; and (5) the contrast between forced categorical choice on rating scales and an expression of a range of possible belief in dialogue. Taken together, the findings problematize the conception of "the conspiracy theorist" as a single, monological type. Instead, they invite an understanding of conspiracy belief as relational, being continuously negotiated within specific communicative and societal moments.



Friday 10th July 2026, 14:00 - 16:00, CLI 008, Oral presentation

The contribution of commentaries in word association

MADIOT B. [1], *DARGENTAS M.* [2]

[1] *Université de Picardie Jules Verne, Paris, France*
[2] *Université de Bretagne Occidentale, Brest, France*

Keywords: word association, social representation, hygiene

In social representation theory, word association has emerged as a classic technique and given rise to several versions, as evidenced by its various names: verbal associations, associative map (Abric 1994), associative network (De Rosa, 1995), evocation (task) questionnaire, hierarchical evocation questionnaire (Vergès), basic cognitive schemas (Rouquette, 1998). Among these variations, verbal association with commentaries (Salès-Wuillemin, Morlot, 2009) holds a particular place. It is one of the few variants that inscribes itself in a qualitative research approach. It implies asking the subjects of the study to provide commentaries, by using new qualitative material, upon a text, i.e. the qualitative material collected in a first stage corresponding to word association.

This paper aims to address the contributions of commentaries in the study of social representation, in this case hygiene. To this end, a corpus of 426 word associations with commentaries collected between 2023 and 2025 produced by students will be analysed. The data analysis pieces of software (Prospéro, Alceste) are employed to compare three corpora: the verbal association corpus, the commentaries corpus, and the verbal association and commentaries corpus.

One of the focuses of the study lies with the presence of the ‘Covid’ indicator in the subjects' responses. Its construction combines two approaches: a bottom-up approach, based on the subjects' commentaries, and a top-down approach, by listing the official terminology related to this subject.

Of the 426 word associations commented on, 100 respondents mention either in the associations alone (27), in the commentaries alone (15), or in both tasks (58).



Friday 10th July 2026, 14:00 - 16:00, CLI 008, Oral presentation

Theoretical and methodological challenges associated with studying deviant health practices: the case of discontinuing adjuvant treatment by women in remission from breast cancer.

MARMORAT T. [1], BOIROT A. [1], DUMAS A. [1], MANCINI J. [1]

[1] INSERM - SESSTIM, Marseille, France

Keywords: theoretical triangulation, methodological triangulation, deviant health practices

This communication focuses on the value and challenges of theoretical and methodological triangulation in developing a holistic approach in the study of deviant health practices. It draws on an ongoing study that seeks to better understand the perspectives of women in remission from breast cancer who have chosen to discontinue a treatment intended to reduce their risk of recurrence. The investigation of this deviant behavior is based on 20 semi-structured interviews which were conducted following the principles of purposive sampling, in order to ensure diversity in participants' social belongings.

The construction of our research object draws on contributions from social psychology and the anthropology of health enabling a conceptualization of risk and healing that integrates their social, practical, cognitive and affective dimensions.

At the methodological and epistemological level, we will emphasize the importance of a qualitative approach to explore the common-sense knowledge that shapes women's "post-cancer" experience, while also revealing their social and cultural dimensions. We will also discuss the benefits and challenges of combining an analysis of the trajectories of women in remission from breast cancer with an in-depth exploration of the meanings and health practices associated with the risk of recurrence.

By illustrating how discontinuing adjuvant treatment by women in remission from breast cancer raises a moral tension between the right to "autonomy" and the "duty to heal", the presentation of our results will notably highlight the need to adopt a situated perspective to understand the different ways this tension is managed and interpreted.



Friday 10th July 2026, 14:00 - 16:00, CLI 008, Oral presentation

Situated Interpretations of Personality Tests: An Intersectional and Discursive Approach

LIINAMO S. [1]

[1] *University of Eastern Finland, Kuopio, Finland*

Keywords: Personality test, Critical discursive psychology, Intersectional theory

Personality is often treated as a stable and measurable aspect of individuals, both in academic psychology and everyday discourse. Personality tests, which aim to quantify thoughts, emotions, and behaviours, are widely used, particularly in working life, where testing has become a growing industry. In academic research, the dominant approach to personality tests is quantitative and psychometric, while qualitative, empirical studies remain scarce.

This paper introduces a novel methodological approach to studying personality tests by combining critical discursive psychology with intersectional theory. The data consists of 24 interviews in which test takers are invited to "think aloud" and reflect on how they interpret personality test questions and decide on their answers. The analysis investigates how participants engage with personality tests and how this is shaped by their intersectional positions, such as gender, class, and race.

The study demonstrates how personality testing becomes a context where social categories, power relations and normative assumptions are both reproduced and contested. Rather than acknowledging that test takers are positioned in different ways in relation to social structures and contexts, tests tend to translate complex lived experiences into psychological terms.

Applying a critical, intersectional lens, the study reveals the underlying normative assumptions and challenges the widespread, often unquestioning, use of personality tests and the concept of personality itself. The study argues that personality tests are not neutral tools but instruments of power that shape what counts as "personality", privileging certain norms while marginalising others.



Friday 10th July 2026, 14:00 - 16:00, CLI 008, Oral presentation

Two Routes to Psychological Research: Making and unmaking idiography

BUHAGIAR L. [1]

[1] *University of Malta, Msida, Malta*

Keywords: Idiography, More-than-methodological, Hermeneutics

The fact that psychology can be of and for world-making implies the possibility of different approaches to the same phenomena of interest. In this paper, I first describe the fractal nature of idiographic/nomothetic approaches in psychology, whereby patterns of the specific and the general repeat themselves across different research questions, studies and levels of analysis. I then articulate an important corollary of this, chiefly that fractality introduces as decisional element to the start of any psychological research project. This opens up two routes to psychological research, termed Route 1 and Route 2 (Buhagiar, in press). Route 1 emphasizes methodological sophistication based on the melancholic attitude, that is, it prizes sufficient detachment from valuation in favour of disinterested work where possible. Route 1 views research as a methodological unfolding (e.g., nomothetic and idiographic studies informing each other) that tends to self-correct over time. In contrast, Route 2 emphasizes more-than-methodological elaboration based on the idea that research is always hermeneutic, chiefly because of inevitable decisions made along the way when dealing with epistemological and power-related issues. Route 2 views self-correction with suspicion, and exhibits openness to the possibility that philosophical and hermeneutic work may well erode the original research questions one set out to answer. To illustrate these two routes, I relate them to examples from intergroup psychology and the philosophy of social science. I conclude by favouring more-than-methodological elaboration (Route 2), subject to the avoidance of ideological reductionism.



Friday 10th July 2026, 14:00 - 16:00, CLI 005, Oral presentation

Exploring multimodal and co-constructive articulations of violence and resistance in research encounters with refugees

KAULERTZ M. [1]

[1] *Ruhr-University Bochum, Bochum, Germany*

Keywords: Co-constructive articulation, Multimodal qualitative research, Violence, suffering and resistance

In my activist, performative and participatory research on the articulation of violence and suffering in encounters with refugees, I aim to address the question of how intersubjective articulation, recognition and co-constructive meaning-making occur and become possible.

In response to suggestions from research partners, we refrain from relying solely on interviews and instead engage in dialogic and artistic modes of articulation. Through narratives and their visual illustration, collective music-making and performative readings based on literary testimonies of former prison inmates in Syria, we explore possibilities and limitations of creating spaces of articulation and resistance against ‘total institutions’ (Goffman), autocratic regimes, and experiences of racism in Germany.

In this study, articulation is conceptualised as an 'expressive continuum' (Jung, 2009) that extends beyond verbal expression, posing challenges for research methods and approaches. The presentation will therefore address the question of how research into articulation can be accomplished practically and heuristically. This is achieved through consideration of three distinct aspects: world-articulation, self-articulation and relational articulation. While the former dimensions address the ‘aboutness’ of the expression and ways of self-presentation and subjectivity, the latter also involves a reflection on the research relationship and its power asymmetries. Furthermore, the presentation will examine the insights that can be gained from a multimodal and co-constructive research approach on the articulation of resistance against autocratic regimes in relation to present-day challenges of democracy.



Friday 10th July 2026, 14:00 - 16:00, CLI 005, Oral presentation

Artistic Means for constructing Presence: Using Love Letters and Art Objects to explore the Asylum-seeking Experience

ORREGO-GAÑÁN P. [1], AWAD S. [2]

[1] University of Sevilla (Spain), Sevilla, Spain
[2] Aalborg University, Aalborg, Denmark

Keywords: asylum, presence, arts-based research

Forced migration brings ruptures which radically affect one's sense of self and connection to others. The fear of losing relationships, whether due to distance or the reason that triggered leaving the country, is one of the most impactful experiences. This study is based on an art workshop that is inspired by narrative therapy methods that was conducted with 11 asylum-seekers in Seville, Spain. Participants were asked to produce different art objects, including a letter to a person of their choice. The artistic method is argued to encourage unconventional thinking, easing access to sensitive issues bringing a sense of presence in an experience marked by loss and nostalgia, and allowing for more participatory action research approach to topic.

The analysis shows how love and social relations mediate the participants' experience of asylum seeking. Through creating artistic objects, the participants engaged in a process of self-negotiation through taking different social positions and constructed presence despite the physical and psychological distance. The method offers an embodied way of tackling the experience through craftsmanship, its aesthetic and narrative-eliciting power was informed by the process of sensing and touching it -closing the letters, feeling the paper, putting a stamp- producing a sense of closeness and presence.

We will discuss how art-based research can bring different ways of understanding and representing minority groups through common human experience rather than through difference, contributing to a psychology of and for more inclusive world-making. We will also discuss the challenges and ethical limitations to this method.



Friday 10th July 2026, 14:00 - 16:00, CLI 005, Oral presentation

Blending research, film, and advocacy: Lessons learned from the use of participatory video to address self-injury stigma

LEWIS S. [1], LUCCHESE-LAVECCHIA G. [3], WHITLEY R. [2]

[1] University of Guelph, Guelph, Canada
[2] York University, Toronto, Canada
[3] McGill University, Montreal, Canada

Keywords: participatory video, stigma, self-injury

Self-injury represents a common and serious mental health concern across the globe, with up to 1 in 5 people reporting lifetime engagement. Unfortunately, self-injury remains profoundly stigmatised – even more than mental illness - which thwarts disclosure, support-seeking, and recovery. Multi-pronged efforts are thus needed to mitigate self-injury stigma. Such work involves empowering people with lived experience to reduce self-stigma, alongside efforts to cultivate a more compassionate understanding of self-injury to reduce public stigma. In this regard, mainstream approaches in the self-injury field are limited in their effectiveness and scope. Recent calls-to-action, however, have highlighted participatory action research as a formidable means to foster voice and empowerment, while also shifting public attitudes. In the first study of its kind, we used participatory video (PV) with emerging adults with lived experience of self-injury. In doing so, participants took part in workgroup meetings to cocreate a short documentary-like film chronicling their experiences with self-injury, mental illness, and recovery. Through this process, participants shared feeling more empowered, connected, and hopeful. The resultant film underwent novel forms of screening, including being an official selection at an Australian film festival and shown at the annual meeting for the Royal Society of Canada. This presentation will discuss the application and impact of PV in the context of self-injury stigma. Next, lessons learned from the projet, including its unique considerations, strengths, and challenges will be presented. Finally, suggestions for researchers using PV with people with lived experience of self-injury and related mental health difficulties will be articulated.



Friday 10th July 2026, 14:00 - 16:00, CLI 005, Oral presentation

Moving through physical (migrant) and virtual (social medial) worlds: Forum Theatre as articulation and activism

VEALE A. [1], ROBINSON S. [1], O'NEILL M. [1]

[1] University College Cork, Co Cork, Ireland

Keywords: Forum theatre, embodied knowing, activism

As people move through physical (migration) and virtual worlds (social media), their experience is shaped by infrastructures that are often invisible, until there is breakdown. By infrastructure, we do not mean substrates or things, but rather norms, conventions of practice, standards and so on, which becomes infrastructure through use. We present Forum Theatre across multiple research projects. In a new country, migrant mothers come to know, implicitly then explicitly, within the intimacy of their parenting, the often racialised child protection infrastructure that includes laws, institutions and social practices which govern parenting. Online, parents and children globally grapple with engagement-based algorithms which shape experience in worst instances amplifying hate and distress, out of sight of its virtual inhabitants. Forum Theatre addresses methodological challenges in research, to make visible the parts of these infrastructures that are taken into the self and become constituent of self. In this process, Forum Theatre offers a means to explore the space between what may be known but is as yet, unsymbolised and unarticulated. Through three Forum Theatre projects, we demonstrate methodological ways of representing racialised oppression and, in the workshop space, resources and routes to resistance, action and repair are brought into embodied knowing. Forum Theatre as living activism can make visible infrastructural hegemonies, articulate and deliver interventions for both individual and collective action. The performative output is 'world-building,' giving direction to agency and enabling us to think otherwise, to change the story, in transformative, future oriented ways.



Friday 10th July 2026, 14:00 - 16:00, CLI 005, Oral presentation

Experiencing recurring intergroup contact: A dyadic, longitudinal and multimodal analysis within a befriending program

PAAJANEN P. [1], FINELL E. [1], RIIKONEN R. [1], HEIMONEN E. [1], STEVENSON C. [2], DURRHEIM K. [3]

[1] University of Eastern Finland, Helsinki, Finland
[2] Nottigham Trent University, Nottingham, United Kingdom
[3] University of Johannesburg, Johannesburg, South Africa

Keywords: intergroup friendship, dyadic longitudinal multimodal research, lived experience

Intergroup friendship is considered as the 'gold standard' of contact, offering repeated, meaningful, and positive interaction. While prior research has largely focused on reduction of prejudice, less is known about how recurring intergroup contact is experienced in real-life settings and how each party understands the evolution of such intergroup relationship.

This study investigates the development of intercultural friendships in a befriending program that pairs immigrant mothers with local Finnish women. We employ a multimodal, longitudinal, and dyadic approach to Interpretative Phenomenological Analysis to explore how three dyads – each consisting of an immigrant mother and a Finnish mother – experience and make sense of their contact over a six-month period. During this time, we conducted three interviews individually with each participant and asked them to draw a picture from their last meeting with their partner.

We analyze both these drawings and the accompanying talk multimodally to examine the contact experience. The study sheds light on the particularities of repeated intergroup contact, where the two parties experience the contact differently. The experiences of minority and majority group members are reflected against prior contact research, and the study offers novel dyadic insights on lived intergroup contact.



Friday 10th July 2026, 14:00 - 16:00, CLI 007, Oral presentation

Power-Sharing in Practice: Exploring Political Mobilisation and Everyday Extremism in the UK and Greece

VERGOULI E. [1], *ANDREOULI E.* [1], *NTONTIS E.* [1]

[1] *The Open University UK, London, United Kingdom*

Keywords: everyday extremism, political mobilisation, power-sharing methodologies

This presentation introduces an innovative qualitative design that explores political mobilisation and everyday extremism across two contrasting national contexts: the UK and Greece. The study advances a power-sharing methodology by inviting participants not only to reflect on past political experiences but also to engage in-the-moment with five fictional campaign films. These bespoke "Vote for Me" videos move beyond conventional vignettes by presenting fully embodied political archetypes, designed to evoke engagement through rhetorical style, policy content, and communicative dynamics. The design opens space for dialogical agency, shifting participants from narrators of fixed identities to co-creators of political meaning—engaging in storytelling, decision-making, imagined future orientations, and the negotiation of value conflicts within a structured yet open-ended format.

Situated across two contrasting national contexts, the study explores how political preferences, justifications, and boundaries of extremism are co-constructed in the moment—shaped by cultural, historical, and electoral dynamics. Rather than extracting fixed accounts, the method co-produces knowledge through layered, reflexive exchanges between participants, political stimuli, and interviewer. In doing so, it challenges traditional asymmetries between researcher and participant, recognising participants as epistemic agents capable of articulating complex political imaginaries.

In alignment with the conference theme, this presentation demonstrates how qualitative methods can participate in world-making by unsettling knowledge hierarchies, amplifying citizen agency, and fostering democratic reflexivity. It offers textured, multi-voiced insights into how extreme political narratives gain traction—or are resisted—within everyday political discourse, contributing to a psychology that engages with and transforms the social world.



Friday 10th July 2026, 14:00 - 16:00, CLI 007, Oral presentation

Authoritarianism and culture talk: Constructions of authoritarian political practices in Greek lay discourse

BOZATZIS N. [1], KARAGIANNI K. [2], FIGGOU L. [3], SAPOUNTZIS A. [4], NTONTIS E. [5], MICHOS I. [6]

[1] *National and Kapodistrian University of Athens, Athens, Greece*
[2] *Democritus University of Thrace, Alexandroupolis, Greece*
[3] *Aristotle University of Thessaloniki, Thessaloniki, Greece*
[4] *Democritus University of Thrace, Alexandroupolis, Greece*
[5] *The Open University and Panteion University of Social and Political Sciences, Athens, Greece*
[6] *Aristotle University of Thessaloniki, Thessaloniki, Greece*

Keywords: Authoritarianism, culture, critical discursive social psychology

Authoritarianism constitutes a staple of social and political psychology research since Adorno et al.'s *Authoritarian Personality* (1950). Adorno and his colleagues drew heavily on theoretical and methodological insights from psychoanalysis, Marxian thinking and the American empiricist psychology of their times. In so doing, they formulated an extensive, research-based account of authoritarianism as a construct that links specific socioeconomic and political conditions with the cultural production, through, mainly, pedagogical practices, of a type of personality that is particularly vulnerable to fascist propaganda. The notion of culture and the concern over the de(legitimation) of political authoritarianism are pivotal for our research also. However, our epistemological position diverges from the one favoured by Adorno et al. Drawing on critical discursive social psychology, we maintain that the naturalisation and reproduction of authoritarian political practices occur thoughtfully within rhetorical / ideological practices unfolding, amongst other domains, in lay talk, often through invocations and rhetorical uses of occasioned constructions of culture. Our data corpus consists of twelve focus groups (n=57, 4-7 participants per group), collected within a wider research project on authoritarianism, with some of the groups enlisting participants employed in Greek military and police forces. We show that the participants, while talking about authoritarian political practices of the contemporary international and Greek political scene, orient to the relevance of evaluatively tinged conceptualisations of culture and hierarchically ordered cultural differences. As we argue, culture and cultural hierarchy, emerge as rhetorical / ideological resources and accomplishments for meaning making, accountability management and (de-)legitimation of authoritarian political practices.



Friday 10th July 2026, 14:00 - 16:00, CLI 007, Oral presentation

Representing Disinformation: Exploring Lay Understandings of Information (Mis)uses

BALINHAS D. [1], *VINE M.* [1], *QUAYLE M.* [1]

[1] *University of Limerick, Limerick, Ireland*

Keywords: Disinformation, Social Representations, Discursive-Rhetorical Psychology

What counts as disinformation and "fake news" for everyday citizens? While experts debate how to detect and combat "informational diseases," little is known about how lay people understand and talk about disinformation. Drawing on open-ended survey responses (N = 91) and semi-structured interviews with UK citizens (N = 20), this study combines Reflexive Thematic Analysis and Discursive-Rhetorical Psychology to examine lay representations and argumentative uses of "disinformation."

Results show that citizens commonly associate disinformation with social media, politics, and health, often linking it to specific figures (e.g., Trump), countries (e.g., Russia), or ideological "extremes." They distinguish between blatant and subtle forms and define disinformation in either intensive (demonstrably false information) or expansive (different biases and beliefs) terms. Pragmatically, participants tend to distance themselves from those who "believe" disinformation, invoking individual responsibility and locating vulnerability in traits such as age or education. A minority, however, challenge this logic and construct susceptibility to disinformation as socially produced; that is, rooted in media infrastructures or broader social processes, such as loneliness and weakened community ties. Results also show how different logics of representing disinformation lead participants to favor certain interventions over others.

Overall, this paper uncovers how the symbolic field of disinformation both shapes and is shaped by lay citizens, and how this abstract concept becomes anchored within participants' contexts and to specific interactional effects. In doing so, the analysis expands academic discussions about disinformation and potential ways to combat it.



Friday 10th July 2026, 14:00 - 16:00, CLI 007, Oral presentation

An Inconvenient Truth: Men's Experiences of the Blackpill

BARRETT R. [1]

[1] *The New School, Brooklyn, United States*

Keywords: Blackpill, Incels, Listening Guide

In the long-standing and growing realm of online extremism and misogyny, the ideology of the blackpill is increasingly popular. Adherents often describe profound hopelessness and despair, and some have perpetrated acts of violence towards women. This study examines men's experiences of becoming and being "blackpilled". Semi-structured interviews explore men's paths to this community, experiences that reinforce these beliefs, and their effects on identity, relationships and worldview. Using the Listening Guide, a relational feminist analytic method of narrative analysis, the study asks: How do men use the blackpill ideology to make meaning of their worlds?



Friday 10th July 2026, 14:00 - 16:00, CLI 007, Oral presentation

Accountability and Rhetorical Legitimation of Extreme Political Practices on Social Media

XENITIDOU M. [1], *MICHOS I.* [2]

[1] *UNIVERSITY OF WESTERN MACEDONIA, THESSALONIKI, Greece*
[2] *Aristotle University of Thessaloniki, Thessaloniki, Greece*

Keywords: Accountability, Extreme Political Practices, Twitter

Social media potentially provide opportunities for online political engagement and participation, increasingly redefining both the meaning and implementation of 'formal' as well as 'everyday' politics. This study, part of the research project MOBEL (Mobility, Belonging and Citizenship in Greece and the UK), focuses on 8,359 Twitter (now 'X') posts in response to the fire at the Moria Refugee Camp in Greece, in September 2020. Analytical emphasis was placed on the systematic use of the term "deportation" by users and its association with exclusionary rhetoric. The analysis of posts that included the term deportation, based on Critical Social Discursive Psychology, identified the following argumentative lines used to legitimize deportation as a response: a) to the 'distorted' argument that immigration could solve Greece's demographic problem, b) on the basis of a distinction between truly 'worthy' Greeks and 'unworthy' refugees, c) grounded upon a construction of a pragmatic "asymmetric" threat constrasted to ideologically constrained or naïve political positions and ideologically-defined 'enemies'. Compared to other 'everyday' discursive contexts studied in MOBEL, the positions expressed on Twitter often appear more overt and involve a more violent rhetorical repertoire. Noteworthy, however, are the observed particularities in how accountability is managed, and the ways in which extreme political practices are rhetorically legitimized, within the affordances of social media as discursive platforms that potentially 'permit' identity-covert/anonymous discourse. The study of the interplay between overt and covert discourse in this context *and* discursive *genre* aims to contribute to the literature on digital citizenship, democratic participation, and hate rhetoric.



Friday 10th July 2026, 14:00 - 16:00, CLI 036, Oral presentation

Single mothers' resilient strategies: contexts and constraints

OČENÁŠOVÁ Z. [1], POPPER M. [1]

[1] Institute for Research in Social Communication of Slovak Academy of Sciences, Bratislava, Slovakia

Keywords: resilience, single-parenthood, structural constraints

Resilience is a process through which individuals adapt to new circumstances by drawing on their own resources as well as protective factors in their environment. This study explores the resilience strategies employed by single mothers and examines how these strategies are shaped and constrained by their living circumstances. Although single mothers do not represent a homogeneous group, they commonly face overlapping challenges related to economic vulnerability and the dual demands of caregiving and breadwinning. Based on 20 semi-structured interviews with Slovak single mothers analysed through thematic analysis, the study reveals that mothers employ several resilience strategies aimed both at mitigating future risks and responding to current difficulties. Preventive strategies include building financial reserves, developing support networks, fostering children's self-sufficiency, and maintaining mental well-being. Reactive strategies focus on managing challenges through problem-solving, prioritization of children needs, everyday negotiation with social environment, emotional regulation, and mobilization of support network. However, the use of these strategies is constrained by mothers' living circumstances. In particular, preventive strategies do not provide an equal buffer against risks for all mothers, as they depend on access to external resources and are shaped by social disadvantages. Factors such as socio-economic situation, the child's age or special needs, and the availability of support networks significantly moderate single mothers' capacity to absorb potential risks. Available resilience strategies thus build not only on individual resources but are also affected by structural vulnerability that facilitates or limit certain strategies.



Friday 10th July 2026, 14:00 - 16:00, CLI 036, Oral presentation

The Mandalorian Effect: Slovak Single Fathers' Physical and Mental Well-Being, and Social Support

PETRJANOSOVA M. [1]

[1] *Institute for Research in Social Communication, Slovak Academy of Sciences, Bratislava, Slovakia*

Keywords: single fatherhood, well-being, social support

Background: In Slovakia, nearly 25% of families with children are single-parent households - approximately 86% are headed by women and only 14% by men, including those in shared custody arrangements following separation. Shared custody has been legally introduced only since 2005, making single fatherhood a relatively new and still uncommon social role, one that often lacks clear normative prescriptions or models.

Aim: In this context, the study explores how fathers navigate single parenthood, focusing on their physical and mental well-being, and social support networks.

Methods: This ongoing qualitative study is based on semi-structured interviews with single fathers (N = 10) in Slovakia, each raising at least one child under the age of 14 who spends a minimum of 30% of their time in the father's household. The interviews explore multiple dimensions of single and post-separation fatherhood. In this paper, we focus on the availability, sources, and stability of fathers' emotional, practical, and financial support networks, their feelings of social isolation or connectedness, and their overall well-being. The empirical material is analyzed using reflexive thematic analysis (RTA), enabling an in-depth examination of how fathers construct meaning around their lived experiences.

Preliminary Results: Although the analysis is still underway, preliminary findings indicate that single fathers encounter substantial difficulties in accessing and maintaining adequate social support. These challenges appear to be compounded by prevailing gender norms, as men tend to prioritize practical responsibilities over their own physical and psychological well-being, rarely seeking professional help or preventive care.



Friday 10th July 2026, 14:00 - 16:00, CLI 036, Oral presentation

„I get overwhelmed with problems, but overall, it's OK, nothing is exploding": Traumas and resiliency of Ukrainian single mothers living in Slovakia

POPPER M. [1], *OČENÁŠOVÁ Z.* [1]

[1] *Institute for Research in Social Communication of the Slovak Academy of Sciences, Bratislava, Slovakia*

Keywords: trauma, resilience, Ukrainian female refugees

The Russian invasion of Ukraine has led to large-scale displacement, exposing refugees to severe and prolonged stressors. Many Ukrainian refugees, particularly mothers with minor children, experience high levels of posttraumatic stress, depression, and anxiety. These women face dual challenges: the psychological impact of war trauma and the pressures of providing for their families abroad, often with limited material and financial resources. This qualitative study explored the coping strategies and resilience mechanisms of Ukrainians residing in Slovakia as single mothers.

Using thematic analysis of individual semi-structured interviews (N = 15), we identified four principal trauma-related themes: (1) direct experiences of war (exposure to bombing, fear for loved ones, persistent stress); (2) loneliness and social isolation (feelings of estrangement, loss, and helplessness in a foreign environment); (3) material loss and existential threat (loss of property, financial insecurity, uncertainty); and (4) long-term psychological consequences (chronic tension, vulnerability, depressive symptoms).

Participants employed five main resilience strategies: (1) active cognitive coping (language learning, employment seeking, meaningful daily routines, maintaining traditions); (2) emotion regulation (crying as emotional release); (3) building upon inner strength and positive self-concept (optimism, self-acceptance, perseverance); (4) developing social support networks (assistance from the state, NGOs, colleagues, family, friends, and psychologists); and (5) financial coping (use of personal savings).

These findings highlight the importance of targeted psychosocial support and community integration programs to enhance resilience among displaced Ukrainian single mothers facing cumulative war-related, relocation, and socioeconomic stressors.



Friday 10th July 2026, 14:00 - 16:00, CLI 036, Oral presentation

NAVIGATING THE MEANDERS OF HIGHER EDUCATION: AN AUTOETHNOGRAPHY OF A MOTHER IN INDIAN ACADEMIA

YADAV P. [1]

[1] *Jawaharlal Nehru University, New Delhi, India*

Keywords: Gender, Higher Education, Mother Scholar

In the context of higher education in India, there is a section of women scholars who are married and have kids, facing unique challenges that are often overlooked. However, higher education has been structured in such a manner that it sidelines the issues and problems that this specific group faces. This paper discusses the researcher's own journey as a doctoral student and mother at a university in India. Adopting the autoethnographic approach, the author discusses the various issues that she faced while pursuing her PhD research. The paper examines the various ways in which social, cultural, and ideological clashes hindered the timely completion of the author's doctoral research. This research aims to address the challenges that academic mothers face in the higher education context in India. The intersection of gender identity with motherhood presents a distinct set of challenges that are not yet adequately addressed in the higher education context. Autoethnography is deemed a suitable approach for this research, as the researcher needs to give voice to her challenges and discuss them within the broader context of societal and cultural ideas rooted in a patriarchal society. The paper ultimately discusses the various ways in which there can be significant improvement in the higher education experience of mother scholars through changes that can be introduced and implemented at both the societal and institutional levels.



Friday 10th July 2026, 14:00 - 16:00, CLI 036, Oral presentation

Perception of agency related to the interpretation of resilience in adult children from single-parent families

KÖVÉROVÁ E. [1]

[1] *Institute for Research in Social Communication, Bratislava, Slovakia*

Keywords: resilience, agency, children in single parent families

The presented study focuses on the analysis of the perception of agency and resilience among children growing up in single-parent families. The aim of the research is to identify how children reflect on their ability to help residentila parent after breakdown of the family. Furthermore, the study explores how these experiences are transferred into their perception of agency and resilience in adulthood, particularly in the form of positive traits and coping strategies developed through life in a single-parent family. The theoretical framework is grounded in the constructivist conception of children as competent social actors and in the conceptualization of resilience as a dynamic process of adaptation. The empirical part of the research employs a qualitative design based on semi-structured interviews with adult children aged 18–30 years; the research sample consists of 15 interviews. Preliminary findings indicate the ambivalent nature of interpretation of children's agency: on the one hand, it manifests as an enhanced sense of responsibility and contribution to household functioning or just simple involvement in household chores; on the other hand, it involves a tendency to cross emotional boundaries and substitution of the child for the absent partner or friend, or too rapid maturation in agency resulting from failure to fulfill parental responsibilities. The independence acquired through life in a single-parent family is interpreted as one of the key resilience strategies.



Friday 10th July 2026, 14:00 - 16:00, CLI 034, Oral presentation

The river is (r)existence: River restoration, pollution and the ecology of resistances in the Alviela river basin

BATEL S. [1], ALBA M. [1], GATO M. [2], MIRANDA A. [3], FIGUEIREDO L. [3]

[1] Cis, University Institute of Lisbon, Lisboa, Portugal
[2] Dinamia-CET, University Institute of Lisbon, Lisboa, Portugal
[3] GEOTA, Lisboa, Portugal

Keywords: psychosocial historiography, Alviela river, pollution

To the diverse forms of extractivism that have been colonizing the most silenced and invisibilised territories within capitalist logics, such as rural ones, have accumulated the visions, projects and infrastructures of the so called green energy transition, such as hydroelectric power plants and waste water treatment plants.

Despite the urgency of fossil capitalism for the end of the world, its replacement by a green capitalism risks the reproduction of socioenvironmental injustices and skepticism regarding any transition.

This paper proposes to discuss the relevance of conducting psychosocial hitoriographies of territories to (re)think present ecological practices and narratives so that these are neither rejected by the learned institutional-colonialist helplessness of communities, nor coopted by right-wing populisms.

For that, we focus our analysis on the basin of Alviela river, Portugal, departing from a project lead by GEOTA (NGO for the Study of Environment and Territorial Planning), initiated in 2023. The project “Free rivers” aims to remove obsolete barriers from rivers and implement associated measures for river restoration to improve rivers’ connectivity and related ecosystems. Departing from this – research, lived, geographical – territory and its historiography, we attempt to trace the ecology of resistances against socioenvironmental injustices therein coexisting and discuss in which ways can we anticipate and construct possibilities for futures that grow form the river and current ecological practices. Empirical data was collected from fieldwork conducted between august 2024 and february 2025 in the basin of the Alviela river, including archival research, “river post”, individual interviews and group workshops.



Friday 10th July 2026, 14:00 - 16:00, CLI 034, Oral presentation

Mapping meanings: methodological innovations to restore memories of place in a public park in Santiago de Chile

ROPERT T. [1], ROSENBLUTH A. [1], BERNARDINO M. [2], NILO M. [1]

[1] Escuela de Psicología, Universidad Adolfo Ibáñez, Santiago, Chile
[2] Independent, Río de Janeiro, Chile

Keywords: Environmental psychology, place-assemblage, visual methods

Environmental Psychology has largely examined the conceptual and empirical relationship between people and places by relying on narratives as instruments. In a separate field, critical cartography moved beyond using maps as a technical device of informative-practical nature, by understanding representation as a spatial discourse, capable of "producing" political images of the territory and integrating subjectivity as one of its constitutive elements. It has been established that people construct places through their interaction with and the modification of their environment, thereby associating meanings and life experiences with them. By combining these literatures, this paper seeks to develop a new methodological approach to the phenomenon of place-assemblages, an ontological concept to understand analytical entities intertwining the material, the symbolic, and the practical aspects of people-places relationship. The data was produced as part of a study in Quebrada de Macul Park and the key question was: (How) Can subjective and/or psychosocial processes embedded in people-place relations be cartographically represented? For this purpose, we conducted a reflexive thematic analysis of two in-depth interviews from the original study aiming to understand how geo-indexicalized narratives produce diverse cartographic representations of place. Thereby, the paper aims to advance methodological strategies to bring into practice the ontology of 'place-assemblages', turning this conceptual proposal into a concrete framework for capturing the symbolic, material, and practical nature of the person-place's unity.



Friday 10th July 2026, 14:00 - 16:00, CLI 034, Oral presentation

From the Harpoon to the Camera: Intergenerational Narratives and Shifting Baselines in the Azores

IDEIAS M. [1], CASTRO P. [2]

[1] ISCTE - Instituto Universitário de Lisboa, Lisbon, Portugal
[2] CIS-Iscte, Centre for Psychological Research and Social Intervention, ISCTE – Instituto Universitário de Lisboa, Lisbon, Portugal

Keywords: Shifting baseline, qualitative analysis, intergenerational narratives

This presentation examines how shared meanings, memories, and identities shape understandings of ecological and cultural change, and how their study can contribute to a more contextually attuned biodiversity protection effort. The research draws on the concept of shifting baseline (Pauly, 1995) and on a narrative framework (Bruner, 1990) for the study of intergenerational views of cetaceans and of their past and present abundance in Azorean communities with a history of whale hunting. It uses a qualitative narrative approach to analyze in-depth interviews (n=15) with former whalers, whale-watching professionals, and institutional actors connected to the sea. The analysis explores how different generations construct meanings around biodiversity protection and human-ocean relationships, the roles participants take on in their narratives, and how these positions shape meanings of human-ocean relationships across generations. The analysis revealed two contrasting macro-discourses: a regressive one, rooted in memories of past abundance and economic dependency on whaling; and a progressive one, centered on conservation, ethical awareness, and the symbolic revaluation of cetaceans. The findings indicate that the shifting baseline syndrome operates not only ecologically but also as a cultural process, mediated by social memory and influenced by an interpretative generational and personal selection of memories. The study concludes that integrating intergenerational narratives into conservation strategies can strengthen ecological knowledge transmission, enhance environmental empathy, and foster culturally grounded approaches to marine sustainability.



Friday 10th July 2026, 14:00 - 16:00, CLI 034, Oral presentation

Engaging with the environment: Using the subjective camera to study visitor experience at the Memorial to the abolition of slavery (Nantes, France)

HAAS V. [2], WAGONER B. [3,4], BRESCÓ DE LUNA I. [1]

[1] Universidad Nacional de Educación a Distancia, Madrid, Spain
[2] Université Lumière Lyon 2, Lyon, France
[3] University of Copenhagen, Copenhagen, Denmark
[4] Aalborg University, Aalborg, Denmark

Keywords: subjective camera, walk-along interview, memorials

This study explores the use subjective cameras (subcams) investigate visitor experience at the Memorial to the Abolition of Slavery in Nantes (France). Subcams record a person's embodied, first-person perspective in audio and video as he or she engages with the environment. This new tool needs to be combined with some form of interview to understand the meaning that participants give to what they are seeing. We tried three different methodological formats: (1) walk-along interviews, where participants verbalized immediate sensations and thoughts while moving through the site; (2) post-visit interviews, in which participants viewed and commented on their own subcam recordings to elicit episodic memories and reflections; and (3) a focus group that enabled dialogical comparison of individual and shared experiences. Together, these methods capture distinct yet interrelated dimensions of memorial engagement—affective, cognitive, and social—revealing how visitors interpret, contest, and personalize the narratives embedded in the memorial's design. These methodologies have also been successfully applied in other memorial contexts such as the 9/11 Memorial in New York, the Hiroshima Peace Park Memorial, and Berlin's Memorial to the Murdered Jews of Europe, allowing for cross-site comparison of experiential and interpretive patterns. The presentation concludes by opening a methodological discussion on the complementarities, potentials, and limitations of each of the three approaches when combined with subjective camera analysis.



Friday 10th July 2026, 14:00 - 16:00, CLI 034, Oral presentation

Social Memories and Representations of Floods in the Roya Valley

BERTOLDO R. [1], ROZENBAUM D. [1], GORINI C. [2], PLAGNES V. [2]

[1] Laboratoire de Psychologie Sociale, Aix-Marseille Université (EA849), Aix-en-Provence, France
[2] Institut des Sciences de la Terre de Paris, Sorbonne Université (UMR 7193), Paris, France

Keywords: social memory, risk perception, flood

Context: Water resources are a vital element for the socio-economic development of the Roya Valley. However, Storm Alex in October 2020 highlighted the vulnerability of this region to the effects of climate change, namely an increase in summer droughts and winter floods. Events like Storm Alex are familiar to a population that has been able to adapt in the past. But climate change—along with other local dynamics—has significantly increased the valley's vulnerability to such storms.

This study is part of a research project (ANR Karst-STORY) aiming to strengthen territorial knowledge on water-related risks through exchanges between citizens and researchers. The project encourages dialogue and collaboration between users, scientists and policymakers.

This study focuses on past extreme events in the region that have marked how locals recall past events.

Method: A series of semi-structured interviews are being conducted with residents of the Roya Valley around questions such as: (1) how past storms that have changed life in the area; (2) how the management of such events could be improved; (3) how these risks may evolve in the future. All interviews will be fully transcribed and analyzed using qualitative analysis software (Atlas.ti).

Anticipated results: The results will be discussed in relation to the ambivalent dynamics between the "desire to forget" the risk and the "need to remember" it (e.g., Bertoldo, 2021, Brondi et al., 2021).



Friday 10th July 2026, 14:00 - 16:00, CLI 006, Oral presentation

Who Carries the Burden? A Qualitative Study of Equality, Diversity and Inclusion Work in UK Universities

TYSON L. [1], *SEMLYEN J.* [1]

[1] *University of East Anglia, Norwich, United Kingdom*

Keywords: Equality, Diversity, Inclusion

Equality, diversity and inclusion (EDI) work is increasingly visible across universities and research institutions. Yet the effort that sustains it – who undertakes it, how it is valued and what it achieves – remains under-explored. This presentation shares findings from a qualitative study across Eastern Arc Universities in the UK, exploring how EDI is understood and experienced by those directly engaged in this work.

Drawing on interviews with research staff, we used thematic analysis to identify recurring themes. Participants described how EDI responsibilities were often unequally distributed, disproportionately carried out by individuals from under-represented groups without formal recognition, dedicated time or resources. Many also reflected on the procedural nature of current practices, noting that initiatives were frequently experienced as 'tick-box' exercises rather than efforts that drive meaningful change. Alongside this, there were strong calls for embedded inclusion in research, with participants emphasising the importance of a holistic approach that integrates EDI into research design and practice to ensure studies are relevant to, and beneficial for, the widest range of people.

Our findings highlight the personal and emotional aspects of EDI work, which are frequently overlooked, and raise critical questions about the sustainability and ethics of current practices. We argue that qualitative methods are essential for capturing the complexity of this work and for amplifying voices that are often marginalised. For psychologists, these insights provide an opportunity to reflect on how we engage with EDI and how we might build more inclusive and lasting change within the discipline.



Friday 10th July 2026, 14:00 - 16:00, CLI 006, Oral presentation

Disability, Disclosure, and the Limits of Inclusion: A Critical Study of Student Perceptions

BLACKWOOD L. [1]

[1] *University of Bath, Bath, United Kingdom*

Keywords: disability, mixed-methods, stigma

This research critically examines how disability is understood and negotiated within the cultural and institutional context of higher education. Drawing on three qualitative studies at the University of Bath, we explore how dominant discourses shape both disabled and non-disabled students' perceptions of disability, disclosure, and support systems such as Disability Access Plans (DAPs). Using mixed qualitative methods—including semi-structured interviews and story completion—we foreground the tensions between policy-driven inclusion and lived experience. Disabled students described navigating stigma and identity politics, often resisting reductive labels by adopting hyper-competent personas. Non-disabled students, meanwhile, revealed limited awareness and problematic assumptions, frequently interpreting accommodations as unfair advantages. Story completion narratives further exposed how disclosure is framed through moral and social judgments, reflecting broader cultural discomfort with difference. These findings suggest that institutional efforts toward inclusion remain superficial when they fail to challenge ableist norms and assumptions embedded in university culture. Inclusion must be reimagined not as a technical fix but as a transformative process that interrogates power, promotes critical disability literacy, and centres disabled voices. We argue for structural interventions—mandatory education, visibility of support systems, and peer-led dialogue—that move beyond awareness-raising to actively disrupt exclusionary practices and discourses.



Friday 10th July 2026, 14:00 - 16:00, CLI 006, Oral presentation

"Talanoa o Tina": Samoan Mothers' Voices as Catalysts for Transforming Disability Support Systems

CUTRER-PARRAGA E. [1], *STARR R.* [2], *ROAN M.* [1]

[1] *Brigham Young University - Provo, UT, Provo, United States*
[2] *Birkbeck University, London, United Kingdom*

Keywords: IPA, Pacific Islander Mothers, Transformative Research

This study exemplifies qualitative research "of and for world-making" by centering the previously absent voices of mothers raising children with disabilities in American Samoa. Using Interpretative Phenomenological Analysis adapted for focus groups (IPA-FG) and grounded in the indigenous Fonofale wellness framework, this research reveals how systemic failures create "traumatic geographies of care"—forcing families to choose between inadequate local services or family separation for off-island treatment.

Fifteen mothers participated in culturally adapted focus groups employing talanoa principles of collective storytelling. Analysis revealed four transformative themes: (1) geographic displacement and care-forced family separation, (2) systematic invalidation by educational systems, (3) cultural tensions between fa'aSamoa expectations and disability realities, and (4) parent peer networks emerging as primary support infrastructure.

The research demonstrates world-making potential through multiple dimensions. Methodologically, it challenges Western individualistic approaches by adapting IPA for collective Pacific contexts. Epistemologically, it privileges indigenous knowledge systems through the Fonofale framework, resisting colonial research paradigms. Practically, mothers' narratives are already catalyzing change—findings have been presented to the American Samoa governor's office, educators, and service providers, initiating critical conversations about systemic reform.

This work embodies transformation by shifting from documenting deficits to amplifying maternal expertise, from accepting systemic failures to envisioning culturally-grounded alternatives, and from individual advocacy to collective action. By making visible the intersection of disability, motherhood, culture, and colonialism, this research contributes to more just and equitable worlds for disability-diverse families in Pacific contexts.



Friday 10th July 2026, 14:00 - 16:00, CLI 006, Oral presentation

Qualitative Research and Ethical Decisions: Adolescents with Disabilities in Shelter Care in Brazil

VASCONCELOS A. [1], ANDRADE G. [1], PANTOJA GARVEY A. [2], MOUTINHO K. [1]

[1] Universidade Federal de Pernambuco, Recife, Brazil
[2] American River College, Sacramento, United States

Keywords: Sociocultural Psychology, imagination, shelter care

The purpose of this presentation is to explore the methodological tensions and decisions of an ongoing research project, conducted by the first author, on how adolescents with disabilities, living in a shelter care with temporary custody in Recife, Brazil, imagine their futures. Imagining is approached from a sociocultural and microgenetic perspective; conceptualized as both an intra- and inter-psychological function that occurs during a person's everyday activities. In this investigation, we engage with adolescents over the age of sixteen who are not living with their families due to the violation of their rights and who have motor and/or intellectual disabilities. We explore ethical questions as theoretical and methodological decisions are made about who to include/exclude in our project, as many potential participants rely on others to speak on their behalf. In doing so, we are faced with reflections about how to conduct the investigation in a way that is inclusive, participant-sensitive, and does not reproduce the marginalization that participants continuously experience. The study design thus needs to carefully consider each potential participant, their unique disability, and be flexible enough to allow for the co-creation of the design to occur with the research participants. This means that techniques, materials, and procedures must be developed collaboratively with the participants. This presentation thus discusses key themes that emerged through the process of grappling with methodological challenges and opportunities within this co-participatory and emergent approach as a way of circumventing the re-marginalizing of the research participants.



Friday 10th July 2026, 14:00 - 16:00, CLI 006, Oral presentation

Embedding Equality, Diversity and Inclusion (EDI) in Qualitative Research: An Introduction to the EDIT Guidance

SEMLYEN J. [1], *TYSON L.* [1]

[1] *University of East Anglia, Norwich, United Kingdom*

Keywords: Equality, Diversity, Inclusion

There is growing recognition of the crucial role that equality, diversity and inclusion (EDI) considerations play in shaping robust and meaningful research outcomes. EDI is now an expected part of our research practice, with funders increasingly requiring these considerations within grant applications. Yet inequalities and biases persist, limiting the quality, relevance and impact of our work. For qualitative research in psychology, which seeks not only to describe the world but to help transform it, there is an urgent need to strengthen how EDI is considered and embedded at every stage of the research process. This means moving beyond surface-level commitments and recognising EDI as integral to how we think about, design and conduct our research – not as an add-on, but as part of doing inclusive, equitable and meaningful research.

This presentation introduces the Equality, Diversity and Inclusion inTo research and innovation (EDIT) Guidance – a resource designed to support researchers to embed EDI more effectively in their research. The session will highlight key considerations when conducting qualitative research in psychology, including how EDI can be embedded during recruitment, data collection, data analysis and dissemination.

The EDIT Guidance encourages reflection on current practices, helps identify training and development needs and outlines practical steps towards more inclusive methodologies. It offers a clear and practical pathway to improve qualitative research in psychology, ensuring diverse voices are heard, valued and represented. Attendees will leave with practical insights into how to embed EDI in their own qualitative research.



Friday 10th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Cleaning up your data: Community-based action research case studies, using SoaP as an analytical tool

AKHURST J. [1]

[1] *Psychology Department, Rhodes University, Makhanda, South Africa*

Keywords: Action research, SoaP, community psychology

Action research is often used in community psychology for interventionist research, with the transformative aim towards greater equity and social justice. This research methodology promotes ongoing reflexivity during its processes, valuing the sharing of knowledges but also questioning the roles and contributions of participants. Action research is fundamentally iterative, thus being complex and unpredictable. New directions and problems emerge as it unfolds, leading to challenges when reporting, to ensure a clear narrative while also capturing the "messiness" of the experiences.

This paper aims to address the challenge of reporting the cyclical processes of action research, to convey its dynamic, and context-specific nature clearly, coherently and rigorously. Because action research is not linear or pre-determined, it spirals through planning, acting, observing, and reflecting, with each cycle informing the next. This creates tensions when writing, since traditional research reports are static in format, prioritizing final outcomes over the messy reality of the process itself. Action research generates extensive documentation, so write-ups can be time-consuming and difficult to organize into a cohesive account.

Summaries on a Page (SoaPs) will be presented as a valuable tool to address the challenges of reporting action research. These cover each cycle in sufficient detail to give the reader explicit details of the evolving process; stating the goal, the activities, the evidence gathered, and the reflections leading to the next cycle's plan. Examples of these, publicised in three different research projects, will illustrate their utility to transparently document each step and enhance the study's credibility.



Friday 10th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

The contribution of qualitative analyses to the evaluation of psychotherapies

GHICA F. [1]

[1] *Institut des Humanités en Médecine, Faculté de Biologie et de Médecine, Université de Lausanne, Lausanne, Switzerland*

Keywords: hermeneutic injustice, experiential knowledge, psychotherapy assessment

In order to meet scientific criteria, psychotherapy evaluations are most often designed based on the Evidence-Based Medicine model. Therefore, these evaluations do not reflect patients' opinions about the psychotherapy they have undergone, but rather how they position themselves in relation to the evaluation criteria chosen for them. In this field, qualitative studies are lacking.

This presentation will present a qualitative study conducted in France and Switzerland in early 2025 on this topic, with patients who have recovered from mental health issues and are now peer helpers. This study shows the extent to which patients' opinions go beyond the evaluation framework valued by the EBM model. Furthermore, it shows how recovered patients are willing to contribute to rectifying the hermeneutic injustice that had been done to them, by refusing to be anonymised and claiming their positions in different dedicated spaces. This study enables us to change the way we view recovered mental health patients, as these persons go from being objects of knowledge to becoming subjects of knowledge, through the spectrum of their experiential knowledge.

Finally, by promoting a content related to the now classic slogan "nothing on us without us", participants showed that no valid world-making can be constructed for them, without them.

Therefore, this study contributes to promoting the hybridisation of knowledge in psychology and in mental health care, by making visible and by giving a voice to people who are usually invisible.



Friday 10th July 2026, 16:30 - 18:00, CLI 040, Oral presentation

Mental health and psychosocial support combined with food security interventions in a protracted crisis: the contribution of qualitative analysis to understanding perceived change in the Central African Republic

DOZIO E. [1], *PUEUGUEU I.* [1]

[1] *Action contre la Faim, Montreuil, France*

Keywords: Qualitative research, Resilience, Humanitarian context

In the context of a protracted humanitarian crisis in the Central African Republic, Action contre la Faim conducted a mixed-method study assessing the impact of an integrated intervention combining Mental Health and Psychosocial Support (MHPSS) and Food Security and Livelihoods (FSL) on community resilience and psychological well-being. While the quantitative phase measured changes in well-being (WHO-5), resilience (CD-RISC), and food consumption scores, the qualitative component, carried out in Boguila with approximately 170 beneficiaries through semi-structured interviews and focus group discussions, aimed to deepen the understanding of perceived effects and processes of change.

Thematic analysis conducted with NVivo explores how participants link improved material living conditions with a renewed sense of inner security, as well as transformations in family, social, and community relationships. Beyond a descriptive function, this qualitative approach engages participants in a co-construction of meaning with researchers and sheds light on the subjective dimension of resilience within a chronically unstable environment.

By articulating quantitative and narrative data, this study highlights how qualitative inquiry, rather than merely complementing quantitative evaluation, actively contributes to a psychology of and for world-making — one that documents, interprets, and supports processes of social and emotional reconstruction in humanitarian settings.



Friday 10th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

Narrating the Bicultural Self: Integrating Qualitative Methods for an In-Depth Understanding of Identity Negotiation

WATZLAWIK M. [1], *RUGE M.* [1], *BUXHOIDT E.* [1]

[1] *Sigmund Freud University Berlin, Berlin, Germany*

Keywords: identity, Small Story Approach, Positioning

In an era of increasing cultural interconnectedness and mobility, questions of belonging and self-definition have become central to identity research. Bicultural individuals, who navigate and reconcile multiple cultural frameworks in everyday life, offer unique insights into how identities are constructed, challenged, and sustained. This integrated framework unites two studies of German–Japanese and German–Finnish adults to theorize and methodologically capture bicultural identity negotiation. Within a narrative perspective, identity is viewed as a lifelong process of construction, reconstruction, and negotiation. Through narrating, individuals generate coherence and continuity while mobilizing their identity capital—the resources and narrative competencies through which they represent and stabilize the self across social contexts. Identity negotiation emerges as an interactive process in which individuals verify, defend, and adapt their self-concepts in response to confirmation or threat, using strategies such as opportunity-seeking, signaling, minimization, reframing, or accommodation.

Methodologically, both studies employ semi-structured interviews designed to elicit small, situated narratives of everyday life. The German–Japanese study integrates inductive qualitative content analysis with Positioning Analysis to develop a schema of identity negotiation and a typology of intra- and interpersonal strategies. The German–Finnish study applies the Small Story Approach and Positioning Analysis to explore dynamic identity patterns across different age groups, focusing on the interplay between affirming and threatening situations. The integration of different methodological logics strengthens an in-depth understanding of the complex and multilayered processes through which bicultural identities are negotiated and invites further discussion of their methodological implications.



Friday 10th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

Transnational Digital Place Attachment Among Migrant Women from Turkey in Portugal

ERDOGMUS Y. [1], *MOLEIRO C.* [1], *BATEL S.* [1]

[1] *ISCTE-IUL, Lisboa, Portugal*

Keywords: portugal, turkey, digital place attachment

In an era marked by political polarization and transnational precarity, digital spaces serve as sites where belonging and solidarity are negotiated across borders. Against the backdrop of Turkey's ongoing political and economic turbulence and Portugal's dynamic migration governance, marked by policies that selectively encourage high-skilled migration and investment-based residence, this study examines how digital place attachment is constructed, sustained, and at times withdrawn from within a women-only WhatsApp group created by and for migrant women from Turkey in Portugal.

Drawing on place attachment and place-making scholarship, the study conceptualizes the group itself as a digital place in making: a socially produced, technologically enabled and affectively experienced site of belonging shaped by gendered and migratory experiences. Using a social constructionist qualitative approach, it draws on interviews with the group administrator and online focus groups with members to explore how shared language and intersectional experiences of gender shape attachment to -and detachments from- this online community place amid shifting socio-political contexts. WhatsApp, as the medium through which this digital place exists, is understood not as neutral but as an active mediator of belonging, enabling and constraining particular forms of connection, visibility and inclusion through platform affordances. The study extends place attachment scholarship into digital and transnational contexts, pointing to the potential and limits of mediated togetherness for community-making, collective awareness, and social change.



Friday 10th July 2026, 16:30 - 18:00, CLI 035, Oral presentation

Knotting for expanding experiences in contradictory journeys: promoting identity reconstruction of asylum-seekers

ORREGO-GAÑÁN P. [1], *ESPAÑOL A.* [1]

[1] *University of Sevilla (Spain), Sevilla, Spain*

Keywords: asylum, contradiction, dialogical self

Asylum right policies are contradictory. By living between two states, people are placed in an exceptional situation of permanent temporariness. We draw on the contradictory nature of asylum-seeking to elucidate how it mediated the subjective experience of the participants. We inquire, how does the process of identity reconstruction operate in this situation and, more importantly, what strategies can be created to overcome these contradictions?

We explored how 8 art-based workshops highlighted the contradictions of asylum-seeking. Participants transformed different devices (maps, passports, letters, suitcases) according to their lived experience. For the analysis of the conversations, we used the framework of Engeström and Sannino (2011), which made it possible to identify the discursive manifestations of the contradictions as critical conflicts. In addition, Dialogic Self Theory (Hermans, 2003) allow to analyse I-positions and voices that intertwine within the conflicts narrated.

The analysis leads us to propose 4 arenas of contradiction involved in such a complex psychological process: Home, Grief, Vulnerability and Sense of direction. Within these paradoxes, the I-positions reveal various points of tension in opposition (e.g. I-expelled from home vs. I-Venezuelan). In these cases, a dialogical knot was the starting point for imaginatively exploring identity positions that overcome dichotomies (e.g. I-make home where my loved ones are).

Participation in the workshops modulated and helped to generate new positions by engaging participants in a "knotting process" that helped to go beyond paradoxes, expanding the range of possible actions and experiences.



Friday 10th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

Beyond behaviour: Possibilities and Challenges of IPA in Exploring Athletes' Lived Experiences of Parental Influence

KOTIUSHEVA K. [1], *SHARP L.* [1], *WOODS D.* [1], *DOHME L.* [1]

[1] *Ulster University, Belfast, United Kingdom*

Keywords: qualitative methods, phenomenology, parenting

Background: Research on parental behaviour is extensive, yet children's lived experiences of parental influence over time in sport remain underexplored. Although qualitative approaches are increasingly used, phenomenological studies remain rare. By addressing this methodological gap through an exploration of elite athletes' perceptions of parental influence throughout their development, the researcher reflects on her challenges and learning through the use of Interpretative Phenomenological Analysis.

Methods: Interpretative Phenomenological Analysis (IPA; Smith, 2022) was chosen due to its strong epistemological foundations. Uniquely integrating phenomenology, hermeneutics, and idiography, IPA is philosophically aligned with the enquiry into how individuals derive meaning from their lived experiences, rather than observing behaviours. This epistemological alignment is crucial as it allows us to ask not what parents did, but what it meant to these athletes to be influenced as they were. IPA's idiographic approach maintains the complexity of individual psychology before identifying patterns across cases. The double hermeneutic acknowledges multifaceted nature of the data: athletes not only interpret parental behaviour, but researchers interpret those interpretations. This study is grounded in Bronfenbrenner and Morris' (2007) PPCT model, with data collected through semi-structured interviews with eight professional tennis players.

Results: Findings reveal a psychologically complex landscape in which athletes resisted straightforward interpretations, holding contradictory emotions such as gratitude and hurt simultaneously, even where experiences were painful. This ambiguity highlights the importance and challenges of adopting IPA, which acknowledges psychological complexity without rushing to conclusions. The study reflects on trusting the interpretive process, managing assumptions, and sustaining idiographic depth within doctoral constraints.



Friday 10th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

What Was Left Unsaid: The Scripted Negotiation of Resolved and Unresolved Conflicts in Adolescent Friendships

GRBIC S. [1], VRAČAR S. [2], STANKOVIC B. [1]

[1] University of Belgrade, Faculty of Philosophy, Department of Psychology, Belgrade, Serbia
[2] Singidunum University, Faculty of Media and Communications, Department of Psychology, Belgrade, Serbia

Keywords: conflict negotiation, late adolescence, close personal relationships

This study examined the co-construction of identity in late adolescence through conversational storytelling, focusing on the interplay between discursive and phenomenological processes. The present paper centers on the conflict negotiation process between adolescent friends, employing an innovative methodological integration of narrative and discourse analysis. The aim of this paper is threefold. First, it aims to illustrate how unresolved conflicts with close friends manifest in adolescents' individual narratives, as marked by disjunctions between core elements of their stories, internal inconsistencies and recursive returns to the central issue that triggered the conflict. Second, the paper examines the discrepancies between personal accounts and live conflict negotiations. Namely, compared to the individual narrative, the negotiated version in the interactive setting tends to be more affiliative and simplified (stripped of personal introspection), yet simultaneously more revealing due to reduced narrative control. The final aim is to demonstrate the "scripted" nature of adolescent conflict negotiations, which includes, in particular, the predictable sequencing of scenes that either lead to resolution or culminate in impasse. The resolution hinges on the creation of a shared version of the conflict that acknowledges the emotional hurt of the emotionally "injured" adolescent without being overly challenging for the "guilty" one. Violation of the friendship code makes the conflict more identity-challenging. The paper will also highlight the implications of the conflict resolution process (or lack thereof) for both the content and coherence of the adolescent's narrative identity.



Friday 10th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

Qualitative Study of How Professionals Working in the French Juvenile Protection Service Perceive Characteristics of Young People Placed under Judicial Supervision

DEPERROIS R. [1], *BAZIN S.* [1], *COMBALBERT N.* [1]

[1] *University of Tours, Tours, France*

Keywords: French juvenile protection service, Professionals, Judicial Supervision

This study investigated the way professionals in the French Juvenile Protection Service perceive juveniles placed under judicial supervision, using a qualitative approach organized around two stages: an on-line questionnaire consisting of open questions (n=151) and four focus groups (n=21). Thematic analysis revealed considerable vulnerabilities in the young people linked to their unstable life trajectories, early affective ruptures and persistent socio-economic insecurity. These trajectories enhance distrust in institutions and promote committing the act as a means to express non-verbal ill-being. When professionals draw on educative levers focused on bonds and individualization, they report recurring difficulties regarding mental health issues: unnoticed disorders, inappropriate care, and lack of coordination between educative and health fields. The study also highlighted organizational tension across practices, between demands to produce rapid results and support over time. The results underline the need for hybrid measures, improved inter-institutional coordination and greater support for professionals. They point to the need to rethinking the conditions of educative support in an increasingly complex judicial context.



Friday 10th July 2026, 16:30 - 18:00, CLI 008, Oral presentation

When peers become disclosure recipients: A participatory qualitative multi-method project on adolescents who receive friends' sexual-abuse disclosures

TENER D. [1], *MALKA M.* [1]

[1] *The Hebrew University of Jerusalem, Jerusalem, Israel*

Keywords: Participatory research, Positionality, sexual abuse

Adolescents often first disclose sexual abuse to friends. Those peers become disclosure recipients, bearing emotional burdens and practical dilemmas while remaining largely invisible to services. This project, embedded in a national child-trauma innovation initiative, explored these experiences and co-designed supports with and for disclosure recipients, guided by principles of participatory research that foreground young people's voices.

A multidisciplinary team of students, researchers, practitioners, and an expert-by-experience combined practice inquiry with qualitative methods. Data included focus groups and field conversations with teens and professionals, 22 semi-structured interviews with adults who, as teens, had received peers' disclosures, and a Photovoice strand (participant images with short texts). Throughout, the team reflected on positionality, acknowledging how researchers' backgrounds shaped the framing, conduct, and interpretation of the study. Analysis followed a reflexive thematic approach with iterative coding and audit trails. Findings were mobilized through a public Photovoice exhibition at a multi-agency conference on child and adolescent sexual-abuse intervention.

Four domains emerged: (1) the double position of disclosure recipients—loyalty and pride alongside isolation and overload; (2) changes in peer relationships—deepened bonds shadowed by fear of betrayal; (3) long-term effects into adulthood—trust, intimacy, and secondary distress; and (4) system messages—recognize recipients, provide consultation, first-response guidance, and clear referral pathways.

This project demonstrates how participatory research and reflexive attention to positionality strengthen qualitative inquiry and generate practical tools to support adolescents entrusted with a peer's disclosure.



Friday 10th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

How does neoliberal subjectivity take shape in settings where neoliberal ideology is challenged? A qualitative exploration of neoliberal subjectivity in anti-neoliberal activists in Chile

PAIWAND S. [1], *SHEEHY-SKEFFINGTON J.* [1,2]

[1] *London School of Economics and Political Science, London, United Kingdom*
[2] *New York University Abu Dhabi, Abu Dhabi, United Arab Emirates*

Keywords: prefiguration, neoliberalism, subjectivity

This study explores how 'neoliberal subjectivity', or the internalisation of the discourse of free market capitalism into every aspect of life, persists and transforms among anti-neoliberal activists in Chile, a country with a history of early neoliberal implementation yet vibrant resistance movements. This study presents data from observations and in-depth interviews with ten politically engaged young adults who explicitly oppose neoliberalism yet navigate its pervasive context. Using reflexive thematic analysis with discourse sensitivity, and drawing on sociocultural psychological theory and Foucauldian concepts of subjectification, we identified three key domains: exposure to neoliberal structures, negotiation between resistance and adaptation, and selective enactment of neoliberal subjectivity. Findings reveal that participants experience tensions between their ideological opposition to neoliberalism and the practical demands of political engagement within a free market system. Whilst participants mobilised discourse associated with self-advancement, self-optimisation, and instrumental social relations, they often did so strategically for communal rather than individualistic aims. This research contributes to understanding how neoliberal subjectivity functions beyond ideological endorsement of the free market, highlighting the agency of individuals in mediating between external neoliberal pressures and internal resistance even as they operate within structures that limit prefigurative politics.



Friday 10th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

Resisting neoliberal times: Temporal politics in community repair and reuse practices

ZISAKOU A. [1], CALLÉN B. [1], DIZ C. [2]

[1] Autonomous University of Barcelona, Barcelona, Spain
[2] Universidade da Coruña, A Coruña, Spain

Keywords: grassroots initiatives, temporality, ecological engagement

This paper examines how grassroots repair/reuse initiatives can enact alternative temporalities that contest the neoliberal, accelerated rhythms of capitalism. The study draws on participant observation at Restart Parties (community electronics repair events) and Libraries of Things (tool/object lending), 4 focus groups and 33 semi-structured interviews with organizers, repairers, users, and institutional actors. Within mainstream circular-economy discourse, repair is often reduced to a technical tool for resources' efficiency. In contrast, community repair/reuse spaces cultivate slower, relational, and care-oriented temporalities. The preliminary analysis showed how reuse collectivizes and expands objects' time of use, while repair stretches market-imposed durations by obsolescence. Borrowing objects challenges purchase-based, individualized temporalities by fostering collective, distributed and time-limited relationships to things rather than permanent private ownership. Breakdowns cause a forced interruption that repair transforms into a pause to learn with others from the error, whereas consumption replaces objects instantly, erasing that temporal suspension. The analysis also explores how these initiatives negotiate tensions between counter-temporal practices, interiorized efficiency logics, and structural constraints of neoliberal temporality, including funding cycles or temporal precarity in voluntary labor. Repair/reuse initiatives thus emerge as both a material and ethical practice through which participants "repair time" itself: slowing down, expanding shared temporalities, and synchronizing with others in community moments of co-presence and care. By foregrounding temporality as a lived and contested dimension of ecological engagement, the paper contributes to recent discussions within qualitative psychological research on time, care, and political action, showing how everyday practices of repair/reuse can illuminate the temporal infrastructures of sustainability.



Friday 10th July 2026, 16:30 - 18:00, CLI 005, Oral presentation

When Research Happens After: Retrospective Ethnography and the Transformative Method in Collective Action

BIGAZZI S. [1], *ZELLER J.* [1], *SERDÜLT S.* [1]

[1] *University of Pécs, Pécs, Hungary*

Keywords: action research, collective action, retrospective reconstruction

This presentation revisits an unplanned participatory process that unfolded during the Hungarian university "model change" of 2021, when the government privatized universities amid pandemic restrictions. The case, published as Research for Change (Bigazzi et al., 2023), documents how lecturers, students, and trade-union members organized online collective actions against accelerated political decisions. Only later did the authors recognize their engagement as a form of participatory and ethnographic inquiry.

Drawing on the idea of retrospective ethnography, the presentation explores how method may emerge after the event—as a way of reconstructing, narrating, and ethically situating experience. It reflects on the ontological question of how methods themselves create realities: observation, documentation, and analysis do not merely describe what occurred but reconstitute it as an object of knowledge.

The paper examines how method itself acts as an intervention, not merely representing but creating social realities. It explores the tension between acting and studying, between prioritizing social change and producing research. During moments of collective urgency, the choice to fully participate often suspends methodological distance — reflexivity becomes possible only afterwards, when the event has already transformed both the field and the researchers themselves.

By revisiting this episode from within, the paper invites discussion on the temporality of research, the performativity of method, and the blurred line between social transformation and its study. It suggests that sometimes, research begins only when participation ends—and that reflection, too, is a form of intervention.



Friday 10th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

Adaptation and acceptability of a community-based detection approach for improving access to mental health services in Liberia

GARRIOTT A. [2], RODRIGUEZ S. [4], SONKARLAY S. [3], WASHINGTON BEYSLOW F. [4], LE ROCH K. [1], VAN DEN BROEK M. [5], BIGEL C. [4], PHAN X. [1]

[1] Action contre la Faim-France, Montreuil, France
[2] Johns Hopkins Bloomberg School of Public Health, Baltimore, United States
[3] LiCORMH, Monrovia, Liberia
[4] Action Against Hunger, Monrovia, Liberia
[5] War Child Alliance, Amsterdam, Netherlands

Keywords: Community psychology, participatory action research, mental health

Background: In Liberia, the Ministry of Health and mental health stakeholders join efforts to promote mental health in the population and to increase the use of mental health services among children, adolescents and adults. In order to support active case findings and encourage community-based referrals, this study assessed the adaptation and acceptability of community-based detection tools by trusted community members in Montserrado county.

Methods: A qualitative study including a discussion with experts and focus group discussions (FGD) with community members were used to culturally and contextually adapt two tools: the Community Informant Detection Tool (Jordans et al., 2020) and ReachNow Tool (van den Broek et al., 2023). The adaption process was conducted in four phases: Phase 1) an adaptation workshop to select common signs of severe psychological and social distress and to develop case stories; Phase 2) editing of case stories and development of illustrations; Phase 3) field testing with FGDs conducted at community level; and Phase 4) final validation workshop with experts.

Results: During the initial workshop, participants identified common signs of child internalizing and externalizing behaviors, adult depression, psychosis, epilepsy and substance use. For the field testing, 56 individuals participated in FGDs. Overall, the vignettes were acceptable. During the final workshop, participants provided feedback on the points recommended to be edited by the FGD participants and validated the vignettes.

Conclusion: The adaptation and acceptability of a user-friendly community detection tool is feasible with a rigorous process and the involvement of community members together with mental health experts.



Friday 10th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

Designer's Role and Reflexive Posture: Repositioning the Designer as a Participatory Researcher

CHEBBI H. [1]

[1] *Université Kairouan- Tunisie, Tunis, Tunisia*

Keywords: Designer, Qualitative Inquiry, Contextual User Experience

In an era of global crises and accelerated social transformation, the synergy between research, design, and social impact has never been more critical. This paper argues that qualitative inquiry into consumer behavior must evolve beyond mere descriptive understanding to actively transform design practice itself.

Drawing on ethnographic research in the Tunisian professional context (focusing on food packaging design), this communication critiques the marginalization of the designer in qualitative user studies. Too often, the designer's role is reduced to a performer-executing a brief after research results are compiled rather than an active participant in the vital process of meaning-making informed by user psychology.

We highlight the significant epistemological and methodological potential of repositioning the designer as an active qualitative researcher. Through a series of case studies involving direct observation, situated user testing, and iterative prototyping, designers become co-constructors of rich, contextual narratives that bridge subjective consumer experience with complex market realities. This is a shift from designing for users to designing with them.

This reflexive and participatory approach positions design as a space where consumption is reinterpreted through lenses of empathy, ethics, and local culture. We detail a model that facilitates the transition from the designer as an "executor" to a reflexive actor within qualitative inquiry, capable of generating situated knowledge with participants rather than simply about them.

Beyond methodological contributions, this repositioning opens a crucial dialogue between design and qualitative psychology, advocating for research practices that yield models of consumer understanding that are more equitable, contextually grounded, and deeply human



Friday 10th July 2026, 16:30 - 18:00, CLI 007, Oral presentation

Role-playing for growth: Autistic-led design of Dungeons and Dragons scenarios for supporting social connection and communication

WALSH O. [1], *LINEHAN C.* [1], *RYAN C.* [1]

[1] *University college cork, cork, Ireland*

Keywords: Autism, Co-design, Tabletop role-playing games

Autistic people are often the receivers of social skills programs, but rarely the designers of them. Traditional programs frequently frame autistic communication as disordered, locating the problem within the individual. This study takes a neurodiversity-affirming, participatory design approach by centring autistic voices in the co-design of Dungeons & Dragons (D&D) scenarios to support development and practice of social skills. It addresses the overarching question: How can social interaction be meaningfully supported through scenario design and play environment factors?

Autistic co-designers offered rich and complex insights into how interaction is conceptualised in play. Rather than treating "social skills" as fixed behaviours to be taught, co-designers reframed them as emergent, contextual, and relational practices that arise within collaborative storytelling. Thematic analysis identified four domains through which social interaction was supported: (1) roleplay as social exploration, (2) embedding interaction in narrative design, (3) collaborative support and group care, and (4) reframing social skills as emergent rather than prescriptive.

This study makes two key contributions. First, it demonstrates that TTRPGs may provide scaffolds for interaction not by enforcing normative behaviours, but by creating safe, flexible, and affirming environments for experimentation. Second, it offers an empirical account of autistic-led scenario design, showing how autistic players themselves envision supportive social conditions. Together, these findings extend both game studies and psychology by reframing social skills interventions as co-created, emergent, and grounded in autistic expertise.



Friday 10th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

Rethinking the Link between Psychology and Environmental Sustainable Development Goals

RIZZOLI V. [1], MUTTON Z. [2], CASTRO P. [2]

[1] Sapienza University of Rome, Rome, Italy
[2] ISCTE - Lisbon University Institute, Lisbon, Portugal

Keywords: Environmental psychology, Sustainable Development Goals, Semantic network analysis

Since 2015 scholars are called to inform on how their research contributes to the Sustainable Development Goals (SDGs) by associating – branding - their publications with them. However, we still know little about how research in psychology intersects with the different SDGs. Only for social psychology has SDGs branding been studied. Results suggest environmental SDGs are underrepresented in social-psychological research, although it is known that social psychological approaches to environmental topics are well-established. To investigate this gap, and mapping environmental psychological research in general, we compiled the more typical keywords of the 7 environmental SDGs (6, 7, 11-15). Then, we employed them for searching Scopus for constructing a corpus of papers (n= 16,568) across psychological disciplines, irrespective of their SDG branding. Then keywords co-occurrence was analysed with WOSviewer to extract thematic clusters. Climate change and consumer behaviour emerged as closely linked in the central cluster for environmental studies in psychology, followed by sustainable energy and mental health, including here eco-anxiety. This suggests an overrepresentation of the individual-level of analysis. The clusters linking studies tackling more social levels - addressing urban and community development and health - moreover intersect poorly with the first, suggesting they are treated separately. Moreover, typical political psychological topics regarding environmental issues -e.g., collective action, environmental justice- are highly underrepresented, and process-oriented approaches are too. In sum, in psychology, environmental studies express a focus on topic rather than process, and on individual-level approaches rather than on approaches cutting across all levels of analysis and their interactions.



Friday 10th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

Individual and collective hierarchy of Ocean values: a focus group study

KARATCHODJOUKOVA F. [1,2], TAMBURINI C. [2], BERTOLDO R. [1]

[1] Aix-Marseille Université, LPS, Aix-en-Provence, France
[2] Aix-Marseille Université, Université de Toulon, CNRS, IRD, MIO, Marseille, France

Keywords: Ocean perception, environmental values, social representations

Through a focus group study, we examine how individuals prioritize, negotiate, and advocate for the values they associate with the Ocean. Drawing on social representation theory (Moscovici, 1961, 2001) and environmental value frameworks (Chan et al., 2016; Pascual et al., 2017; Karatchodjoukova et al., *manuscript under review*), we explore the beliefs, values, and emotions that shape individuals' relationship with the Ocean. Participants were first asked to individually rank a range of values (or 'functions') attributed to the Ocean - existential, instrumental, and relational - before collectively agreeing on a common ranking. **The negotiation process provides insight into the social dynamics and argumentative mechanisms that build collective meanings and priorities**. Verbatim data are analysed through thematic and discursive analysis to identify value hierarchies, representations, and negotiation processes. **This third-year thesis study contributes to our understanding of how the Ocean is represented and valued socially. The PhD project highlights the plurality of perceptions, the tensions, and the remoteness that exist in the relationship between humans and the Ocean (from a Western perspective)**.

In our approach, we consider the Ocean in its full spatial dimension, both open- and deep-sea. The word Ocean refers to coastline, surface, blue, visible, as well as deep-sea, seabed, dark, invisible.



Friday 10th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

Social Representations of Sufficiency: A Focus Group Study Among Retailers

GACHE S. [1], *CAILLAUD S.* [1]

[1] *GRePS, Lyon, France*

Keywords: social representations; social influences; sufficiency; retailers

The concept of sufficiency is frequently used to call upon economic actors to address ecological and energy challenges. It can be found in political initiatives encouraging businesses and consumers to reduce their resource and goods consumption, as well as in activist and scientific discourses advocating for a transformation of entrepreneurial models and global socio-economic relationships (Lage, 2022; Levy & Ménascé, 2024; Villalba, 2023). Yet, despite the central role these actors play in such discourses, the way they make sense of sufficiency remains poorly understood.

Grounded in the theory of social representations (Moscovici, 2004) and the genetic model of social influence (Moscovici, 1979, 1991), this study aims to address this gap. Its objectives are threefold: to understand, through the concept of cognitive polyphasia (Mouro & Castro, 2012), how groups of retailers react to different discourses promoting sufficiency; to explore how these reactions are anchored in their consumption and production relationships with customers, employees, and partners (Uzzell & Räthzel, 2009); and to analyze the influence processes at play during discussions.

Participants, including retailers who have either signed or not signed a local energy sufficiency charter, are divided into six focus groups (ongoing) under two conditions: as either a minority or a majority. The content and interactions from these focus groups will be analyzed (Halkier, 2010) to examine how consumption and production relationships are reconfigured - or not - based on the interpretations of the sufficiency concept and group dynamics.



Friday 10th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

(Re) Writing History: Stories of Environmental Colonialism in Arica (Chile) through the Perspectives of Liberation Psychology

VICENCIO FIGUEROA J. [1], SALAS SEPÚLVEDA C. [2], FONTANA L. [3], DI MASSO A. [1]

[1] Universitat de Barcelona, Barcelona, Spain
[2] Universitat Autònoma de Barcelona, Barcelona, Spain
[3] Università di Torino, Torino, Italy

Keywords: Environmental Colonialism, Counter History, Liberation Psychology

In the face of growing political, ecological, health, social, and economic crises, it becomes essential to interrogate the Dominant/Colonial History in order to question its causes and the power relations that sustain it. Within this context, qualitative research with a critical perspective acquires fundamental relevance. From the standpoint of Liberation Psychology, transforming History requires changing the Story, emphasizing the importance of knowledge circulation between participants and researchers. To embody this approach, the present proposal focuses on an emblematic case of environmental colonization that has persisted for over forty years. Between 1984 and 1985, the Swedish mining company Boliden transported more than twenty thousand tons of toxic waste to the city of Arica, Chile. These residues were abandoned on the urban periphery, where state-funded housing was later built over the contaminated soil, affecting the health of more than ten thousand people and constituting a severe violation of human rights. After an international trial, in 2018, the Swedish court acquitted Boliden of all responsibility, thus reproducing the Dominant/Colonial History. In response, this research, based on a collaborative ethnography, proposes a countercolonial practice of world-making: granting epistemic visibility to participants' knowledge through the writing of their Stories as forms of resistance and situated production. Through five Stories provided by participants from Arica, writing is proposed as an ethical-political process of collective creation, where knowledge emerges from the dialogue between communities and researchers, aiming to transform the Dominant/Colonial History.



Friday 10th July 2026, 16:30 - 18:00, CLI 036, Oral presentation

Urban Planning in the Era of Climate Change Adaptation: How Do Social Representations of Urban Density Reveal Tensions Between Language, Epistemology, and Public Policy Practices?

HERNANDEZ A. [1]

[1] *Nunaat SARL, Lyon, France*

Keywords: Depoliticization of public action, Urban density, Professional practices

Urban density is a central concept in the implementation of France's Climate and Resilience Law, particularly in relation to the "Zero Artificialisation Nette des sols" objective. Yet, in practice, this term has become taboo among elected officials and urban planning technicians. Through a socio-genetic approach to social representations, this qualitative study explores how urban density is perceived and negotiated by actors in a northern French metropolitan area. Based on 24 semi-structured interviews (12 elected officials, 12 technicians), two focus groups, and two observations of urban planning meetings, the research reveals how the term "density" crystallizes tensions, power relations, and paradoxical injunctions. Avoiding its use becomes a rhetorical strategy to mitigate conflict and maintain legitimacy in democratic processes. This silence reflects deeper epistemological and institutional misalignments between public policy ambitions, ecological imperatives (e.g., IPBES valuation of nature), and the lived realities of territorial governance. The study invites a reflexive turn in planning practices, questioning the depoliticization of public action and the need for a renewed semantic field to support democratic urban transformation. It contributes to a psychology "of and for world-making" by highlighting how professional practices and discursive strategies shape — and are shaped by — the socio-political conditions of urban change.



Friday 10th July 2026, 16:30 - 18:00, CLI 034, Oral presentation

The Meaning of home: Transgenerational trauma and resiliencies in the context of the Partition of India

SINGH R. [1]

[1] *London Intercultural Couples Centre, the Child and Family Practice, London, London, United Kingdom*

Keywords: transgenerational trauma, resiliencies, reflexivity

The theme that links these presentations to the others in the Symposium is the meaning of home when there is involuntary displacement of families. Although there is a body of literature on transgenerational trauma and resiliencies, there is correspondingly little written, from a systemic perspective, about the Partition of India (1947). This article is based on a small scale, authoethnographic, qualitative research study, in which I interviewed first generation, second generation and third generation survivors of the Partition of India. A number of themes emerged from the material, such as the meaning of home, the erasure of language, secrets in the family, mind-body connections, community and family violence and the significance of religious, faith and spiritual beliefs.

In this presentation, I will focus on the meaning of home. I will explore cultural bereavement, loss and the idealisation of home as it emerged in the participants' narratives. I will highlight the resiliencies in survivors of the Partition in creating new homes. intercultural and interfaith relationships served as a protective factor in promoting resilience and healing from transgenerational trauma. It seemed that the adversity of the trauma of Partition affected the participants, at both individual and community levels, in ways that could be negative, positive or even transformative.



Friday 10th July 2026, 16:30 - 18:00, CLI 034, Oral presentation

Fear as the basis of a disruptive environments and its effects on subjectivity: a case of communities in Antioquia, Colombia

PATIÑO R. [1], *MUÑOZ L.* [2], *GIRALDO SOTO M.* [2]

[1] *Federal University of Southern Bahia, Arraial d'Ajuda-Porto Seguro, Brazil*
[2] *University of Antioquia, Medellín, Colombia*

Keywords: Subjectivity, Collective violence, Emotions

The Colombian armed conflict can be understood as a project that aims to achieve economic and territorial control, having both social and emotional effects on the population. One of these effects is fear. From a political philosophy perspective, when collective violence is used as an instrument of social control, terror becomes a form of government, with armed groups using fear to achieve the strategic objective of controlling social life. This study sought to understand how collective fear among the population of Antioquia, Colombia affects subjectivity, conditioning everyday social practices and often causing trauma. Drawing on the psychosocial perspective of trauma, we conducted a qualitative study with 23 people affected by collective violence using semi-structured interviews and focus groups. The data were analyze using narrative analysis. The findings reveal that the alliance between paramilitary groups and security forces contributed to the creation of an atmosphere of fear and vulnerability, transforming meanings assigned by the population to the state. This atmosphere had collective effects, resignifying places and the use of public spaces, limiting mobility. The results also show, that disruptive environments cause trauma, which manifests as nightmares, sustained states of hypervigilance and repetitive thoughts, also leading to de emergence of individual and collective resistance and coping strategies.


Association of
European Qualitative Researchers
in Psychology (EQuiP)
Qualitative
research:
developing a psychology of
and for world making
LYON
8–10 JULY
2026

ORGANISATEUR D'ÉVÈNEMENTS

INSIGHT OUTSIGHT

Insight Outside
vivez l'événement

ORGANISATION

Université Lumière Lyon 2
UR GRePS
equip2026@inviteo.fr



By scanning the QR code, you can access the detailed conference programme.