

WELL-BEING OF UNIFORMED PERSONNEL: LINKING THEORY AND PRACTICE

CALL FOR COMMUNICATIONS



RESPECT



When?

The symposium will be held in three phases:

- February 21st, 2022: a webinar focusing on methodological issues (Axis 1)
- February 28th, 2022: a webinar focusing on the inclusion of minority groups (Axis 2)
- March 7th, 2022: a webinar about an overall reflection around linking theory and practice (Axis 3)

The well-being of uniformed personnel - military, veterans, PSP - and their families is at the heart of many support organisations, whether in their approach to mental health or any other related difficulties (addictions, homelessness, etc.). These organisations are present in our societies and are at the forefront of the challenges of these men and women in need. Their actions are based on programmes and services that are often tested in action. However, we cannot ignore the scientific advances that, often theoretical, can lead to the development and improvement of these programmes.

For decades the academic community has been examining the needs and issues of uniformed personnel and their families. Their theoretical approaches and findings use methods, often evidence-based, developed and applied to the uniformed population. The link between theory and practice cannot therefore be denied. Uniformed personnel, through the services of support organizations, benefit from advances in research, while the academic community cannot do without this practical anchor to gather evidence to improve military well-being.

This symposium therefore proposes to reflect on the link between theory and practice in research for the well-being of uniformed personnel and their families.

The idea of collaboration between researchers and practitioners is at the heart of much research on action research or collaborative research, particularly in the educational sciences (Desgagné 1997). This approach aims to respond to the gap that has developed in recent decades between the university and practice settings, implying that the knowledge that was being built up about practice - and for which the universities were responsible - did not seem to translate into practice (Gitlin 1990). However, from an epistemological point of view, the construction of knowledge related to a professional practice, as is the case in research for the well-being of uniformed personnel, cannot be done without taking into consideration the real context in which the practice is actualised. It is therefore time to move beyond the image of the independent researcher whose research process sometimes renders invisible the scientist's links with the participants in the study (Wasser and Bresler 1996).

This knowledge-sharing event aims to reflect on the tension that exists between the activity of the researcher who "does research" and the practitioner who "is in research" and to see how both are jointly mobilised on a common problem. As Vinatier and Morrissette (2015: 157-158) said, "The question is thus to know what coherence this - at first sight - singular association can receive, what its significance can be for the relationship between researchers and practitioners".

To this end, we invite you to consider the three axes of our symposium:

Axis 1. Conducting research on the well-being and mental health of uniformed personnel: methodological issues.

This theme aims to reflect on the methodologies used in research carried out in collaboration with support organisations and their beneficiaries to educate and improve practices for the well-being of uniformed personnel. How can scientific tools be combined with practice environments? What place for the subjectivity of the researcher? What relationships are created between the different actors of the research? Etc.

Axis 2. The inclusion of groups designated as minorities (women, LGBTQ2+, indigenous, etc.) in research: influence on practice.

We cannot ignore the challenges of the issue of specific groups (women, LGBTQ2+, indigenous, etc.) in research which, all too often when focusing on military or uniformed occupations, is removed from intersectional considerations. However, the reality on the ground cannot ignore the specific problems of women, indigenous people, or any other minority group in need. What does this imply for the research process? How does the relationship between the researcher and the community of practice on these issues come about? Etc.

Axis 3. Between theory and practice: strengthening the links between researchers, support organisations and uniformed personnel.

This last axis is intended to be a reflexive return on the link between theory and practice to reflect on future avenues to strengthen the links between researchers, support organisations and uniformed personnel.

With a focus on the Canadian context, we welcome proposals from all geographic areas and disciplines. Communication proposals may address one or more of the proposed themes.

Communications are accepted in English and French.

Submit a communication

Those interested in submitting a communication proposal are invited to send an email to servane@respectcanada.org before December 30th, 2021 with the following information:

- An abstract of no more than 250 words including a short context of the topic, a clear problem statement and the main ideas of your presentation;
- A brief explanation of how your communication relates to the conference theme (approximately 50 words);
- Your contact information and a short biography of 100 words (full name, discipline, degree, university, previous work or fieldwork and main publications, if applicable).

The organizing committee will analyze the proposals received and contact the candidates in January 2022.

References :

DESGAGNÉ S., 1997, « Le concept de recherche collaborative : l'idée d'un rapprochement entre chercheurs universitaires et praticiens enseignants », *Revue des sciences de l'éducation*, vol.23, n°2.

GITLIN A.D., 1990, « Educative research, voice, and school change », *Harvard Educational Review*, vol.60 : 443-466.

VINATIER I. et J. MORRISSETTE, 2015, « Les recherches collaboratives : enjeux et perspectives », *Carrefours de l'éducation*, vol.1, n°39 : 137-170.

WASSER J.-D., L. BRESLER, 1996, « Working in the Interpretive Zone: Conceptualizing Collaboration in Qualitative Research Teams », *Educational Researcher*, vol.25, n°5 : 5-15.