

others and adaptation during their first semester at university. 49% (n = 134) students were classified as FGS; analysis showed that they did not differ from NFGS on indicators of economic situation. However, FGS reported higher scores than NFGS on culture shock related to family relationship ( $p < .001$ ) and values ( $p < .05$ ), and lower scores on social support ( $p < .001$ ) from parents. Although the relations between the culture shock dimensions and adaptation were negative for both FGS and NFGS they generally stronger among FGS.

**Poster Session 2: Motivation, Wellbeing and Adaptation**

**1<sup>st</sup> Floor - Corridor**

**Adult roles anticipation: A differential study among Portuguese adolescents and emergent adults**

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The delay and individualisation of adult roles' performance may provide an opportunity to rebound from adversity, in particular to girls and unprivileged youth. The ability to confidently set realistic plans for adult life is identified as a key motivational variable within this context. This study aims to 1) analyse differences according to gender and SES in adaptation variables; 2) identify groups (clusters) of adolescents and emergent adults according to their levels of risk and adaptation. Data was collected among 700 adolescents and emergent adults (15 to 27 years old) of both genders, with different socioeconomic statuses and school experiences (high school, professional training, and university). Participants filled out a survey comprising different instruments aimed to assess risk and adaptation indicators (Life Events Inventory, Subjective Happiness Scale, Lyubomirsky, 1999, and Self-efficacy towards adult roles Scale). This late instrument was specifically designed to assess self-efficacy towards adult roles in 4 different dimensions: Financial and Career Achievement, Conjuality and Parenthood, Self-fulfilment, and Educational Engagement. Girls are less happy and feel less confident towards financial and career achievement. SES affects the confidence in school and training capabilities (educational engagement) as a means for upward mobility. Four clusters were identified, similar to the ones previously reported in resilience literature: adapted, resilient, vulnerable, and confident. Results

suggest that, in the present generation and during the developmental periods that anticipate adulthood, gender inequalities persist, whereas SES inequalities are apparently minimised.

**Keywords:** Self-efficacy; Adult roles; resilience; gender; SES

**Therapeutic environment: Reflections of dyads of clients and therapists**

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This study intends to analyse if there is a relationship between the way the therapists and clients perceive the therapeutic environment and if these perceptions change throughout the therapeutic process. It also aims to explore whether there is a significant difference in the average values of the perception of therapeutic environment, between clients who drop-out from therapy and those who continue in psychotherapy. To achieve this purpose, 39 dyads of therapists and clients of the Northern Region of Portugal participated in this study. The Modified Health Care Climate Questionnaire (mHCCQ), therapist version and client version (Williams, McGregor, King, Nelson & Glasgow, 2005) was used in four moments of the therapy (1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> session). By analysing the results we concluded that there were no significant correlation between the way the therapist and the client perceived the therapeutic environment, although the mean values perception of the therapeutic environment were slightly high for both therapists and clients. Therefore these results might suggest that therapeutic environment is perceived as autonomy support in this sample of dyads. We also observed no significant differences throughout the therapeutic process at the perceptions of therapeutic environment for both therapist and client, when the results were analysed separately for each one of them. In the same sense, no significant differences, in the average values ( $p=0,231$ ) of the perception of therapeutic environment between the clients who give up and those who decided to continue in the psychotherapy.

**Keywords:** Therapeutic environment, autonomy support, dyads, psychotherapy