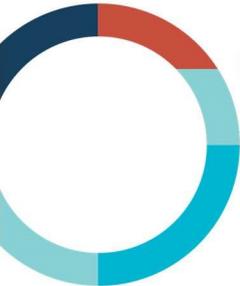


## Publications récentes des chercheur.e.s affilié.e.s à l'IUJD Mai 2025



- Borrelli, A. H., & **Boatswain-Kyte, A.** (2025). [Familles Noires et DPJ: quand le système blesse sous couvert de protection](#). *À bâbord!*, (102), 56-58.
- Brassard, R., Spielvogel, M., & **Ellington, L.** (2025). Rethinking Domestic and Family Violence : The Experiences of Indigenous Men (chapitre 6). Dans [The Forgotten Realities of Men: Critical Reflections on Masculinity in Contemporary Society](#), UBC Press.
- Cotton, J.-C., Nadeau, S., Daigneault, M.-M. et **Pullen Sansfaçon, A.** (2025). Identité, transition et santé psychosociale : portrait de jeunes trans et non-binaires de 14 à 17 ans résidant au Québec. Sherbrooke : Laboratoire de recherche inclusif de l'Université de Sherbrooke. [https://www.iuplsss.ca/clients/SanteEstrie/Sous-sites/Centres\\_de\\_recherche/IUPLSSS/rapport\\_identite.pdf](https://www.iuplsss.ca/clients/SanteEstrie/Sous-sites/Centres_de_recherche/IUPLSSS/rapport_identite.pdf)
- Despax, J., **Lacharité, C.**, & Bouteyre, E. (2025). [Adoptees' experiences of using direct-to-consumer genetic testing and determinants of this use: A mixed study in Quebec](#). *Journal of Genetic Counseling*, 34(2), e1963.
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- Garon-Carrier, G., Martin-Storey, A., Cloutier, G., Fitzpatrick, C., **Lapalme, M.**, & Déry, M. (2025). [Longitudinal Patterns of Special Education/Inclusive Classroom Placement of Children with Conduct Problems: Correlates and Risk of School Dropout](#). *Canadian Journal of School Psychology*, 08295735251323720.
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- Hamel, J. F., Virat, M., **Geoffrion, S.**, & Benbouriche, M. (2025). [Do Worry, Be Happy: Empathy and Emotion Regulation as Predictors of Professional Quality of Life in Child-Protection Workers.](#) *Journal of Evidence-Based Social Work*, 1-18.
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- Lecompte, V.**, **Clément, M. È.**, Gohier, C. È., & Blais, M. F. (2025). [L'engagement parental: point névralgique de la réunification familiale selon la perspective d'intervenants oeuvrant en protection de la jeunesse.](#) *Revue de psychoéducation*, 54(1), 1-26.
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