

https://dspace.org/

# A trend analysis of abstracts published in the Journal of Community Psychology over the years 2003-2007.

**Ismail, Tasneem**

**2010-08-20**
http://hdl.handle.net/10539/8481

Downloaded from a DSpace repository. https://dspace.org/

# A trend analysis of abstracts published in the *Journal of Community Psychology* over the years 2003-2007

**- TASNEEM ISMAIL -**

**Supervisor: TANYA M. SWART**

A research report submitted to the Faculty of Humanities, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the degree of Master of Arts Community-based Counselling Psychology

# ABSTRACT

The aim of this study was to investigate several trends within the *Journal of Community Psychology* over the last five years (January 2003 – December 2007). These trends were organised into four areas: trends in type of publication, methodological trends, topic trends, as well as South African trends.

The study utilised both qualitative and quantitative components to ascertain these trends, and can therefore be termed a mixed-method approach. The qualitative component of the study involved the use of a self-created coding system which combined predefined conceptual and theoretical constructs derived from community psychology literature as well as themes emerging from the data set. 242 article abstracts were coded and analysed to ascertain the trends in relation to the aforementioned four focus areas. Following this, the quantitative component of the study involved the analysis of the emergent trends using conceptual content analysis which involved the attainment of frequencies per trend. Additional exploratory Chi-Squared analyses were also utilised to ascertain if any significant relationships existed between the emergent trends.

The results yielded indicate that the dominant publication type within the *Journal of Community Psychology* over this period was empirical articles; the predominant method utilised was positivist/quantitative; the main topic focused on was 'mental health and mental illness'; and the representation of South African authors and studies was minimal (<2%).

By analysing these trends, a more comprehensive understanding of contemporary community psychology knowledge production has been provided which has allowed for the field to be critically interrogated. Further to this, the study provides an overview of the current developments in community psychology scholarship more generally, as well as the ways in which South African scholarship is represented within this international publication.

# DECLARATION

I declare that this research report is my own, unaided work. It is being submitted for the degree Master of Arts Community-based Counselling Psychology at the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.

_____

Tasneem Ismail

22 May 2009

# ACKNOWLEDGEMENTS

**I would like to express my heartfelt thanks to the following people for their much needed direction and support in helping me put together this research report:**

To my supervisor, Tanya Swart, thank you for your continuous guidance, support and encouragement. You have been available to help and direct me at even the most inopportune moments this year. Your help in the conceptualisation and implementation of this study was invaluable and your passion for community psychology is inspirational. Thank you for all your patience.

To Mike Greyling and Nicky Israel for their advisement regarding the statistical procedures employed in this study.

Thanks to my parents, Aneesa & Hussen Ismail, who have contributed so greatly in so many ways. Mum, I know that you often bore the brunt of my stress. Thank you for everything, especially for believing in me.

To my biggest inspiration, my little sister Naadiya. Thank you for making an impossible year bearable. And for your contribution to this report.

And to Peter van de Biezen, thank you for holding me together when the world felt as if it was falling apart. Thank you for always being so patient with me. Without your unwavering support and love *none* of this would have been possible. I know that.

# TABLE OF CONTENTS

PAGE NO.

Abstract ……..……... 2
Declaration …… 3
Acknowledgments ……. 4
Table of Contents …….. 5
List of Tables …… 8
List of Abbreviations ……..... 9

**CHAPTER 1**

Introduction …….. 10
Research Rationale ……..……. 10
Research Aims ……..……..... 14
Chapter Organisation ……..... 15
Conclusion ……..... 16

**CHAPTER 2: LITERATURE REVIEW**

Introduction ……... 17
The Goals and Aims of Community Psychology ……. 17
The History of Community Psychology ……... 20
The Theoretical Models of Community Psychology …… 24
Research Methods in Community Psychology ……..… 34
Key Topics in Community Psychology …… 39
Trend Analysis Studies ……..… 41
Contemporary Community Psychology in South Africa …….. 43
Research Questions ……... 45
Conclusion …… 47

**CHAPTER 3: METHOD**

Introduction …….. 48
Research Approach …….. 48
Data Set …… 49

PAGE NO.

Procedure…… 50
Coding …… 51
Data Analysis ……. 59
Ethical Considerations ……... 62
Conclusions …… 62

**CHAPTER 4: RESULTS**

Introduction …… 64
Descriptive Variable Frequencies …….. 64
Descriptive Analysis of Publication Trends …….. 66
Descriptive Analysis of Method Trends …… 67
Descriptive Analyses of Topic Trends …….. 69
Population Group Frequencies …….. 74
South African Trend Frequencies ……. 78
Additional Exploratory Chi Squared Analyses ……. 79
South African Trends……. 89
Conclusion …… 91

**CHAPTER 5: DISCUSSION**

Introduction …… 94
Data Sample Description …… 94
Publication Type Trends …… 97
Method Trends ……... 98
Topic Trends ……..… 101
South African Trends ……..… 104
Limitations ……..… 107
Recommendations ……..…. 109
Conclusions ……. 110

References …….. 111

PAGE NO.

**APPENDICES**

Appendix A1 - Abstract Keywords: Abuse and Violence 120
Appendix A2 - Abstract Keywords: Child, Youth and Family Development 121
Appendix A3 - Abstract Keywords: Civic Participation 122
Appendix A4 - Abstract Keywords: Crime and Fear of Crime 123
Appendix A5 - Abstract Keywords: Disasters and National Emergency 124
Appendix A6 - Abstract Keywords: Dynamics of Social Exclusion 125
Appendix A7 - Abstract Keywords: Geographical Area/Ecological System 126
Appendix A8 - Abstract Keywords: Injury, Physical Health and Illness 127
Appendix A9 - Abstract Keywords: Media Use and Effects 128
Appendix A10 - Abstract Keywords: Mental Health and Mental Illness 129
Appendix A11 - Abstract Keywords: Psychological Sense of Community and Social Support 131
Appendix A12 - Abstract Keywords: Research, Intervention Execution and Evaluation 132
Appendix A13 - Abstract Keywords: Scale Development and Testing 133
Appendix A14 - Abstract Keywords: Sexual Outcomes and HIV/AIDS 134
Appendix A15 - Abstract Keywords: Substance Use and Abuse 135
Appendix A16 - Abstract Keywords: Trauma 136
Appendix A17 - Abstract Numbers and Corresponding Journal Reference 137

Appendix B1 - Chi-Squared analysis: Year of Journal 143
Appendix B2 - Chi-Squared analysis: Publication type 144
Appendix B3 - Chi-Squared analysis: Method used 145

# LIST OF TABLES

PAGE NO.

**Table 1** – Sample Description of Data Set 64
**Table 2** – Publication Trends 66
**Table 3** – Method Trends 67
**Table 4** – Applied Research Methods Trends 69
**Table 5** – Topic Trends 70
**Table 6** – Merged Category Topic Trends 72
**Table 7** – Population group: Gender 75
**Table 8** – Population Group: Age 76
**Table 9** – Population Group: Ethnicity 77
**Table 10** – South African trends 79
**Table 11** – Chi-Square Analysis of: Journal Year by Method 80
**Table 12** – Chi-Square Analysis of: Journal Year by 'Child, Youth and Family Development' 81
**Table 13** – Chi-Square Analysis of: Journal Year by 'Crime, Violence and Safety' 82
**Table 14** – Chi-Square Analysis of: Journal Year by 'Dynamics of Social Exclusion' 83
**Table 15** – Chi-Square Analysis of: Journal Year by 'Ecological Systems' 83
**Table 16** – Chi-Square Analysis of: Publication Type by Method 84
**Table 17** – Chi Square Analysis of: Publication Type by 'Mental and Physical Health, Illness and Injury' 85
**Table 18** – Chi-Square Analysis of: Publication Type by 'Research, Intervention Execution and Evaluation' 86
**Table 19** – Chi-Square Analysis of: Method by 'Child, Youth and Family Development' 87
**Table 20** – Chi-Square Analysis of: Method by 'Civic Participation' 88
**Table 21** – Chi-Square Analysis of: Method by 'Psychological Sense of Community and Social Support' 88
**Table 22** – Chi-Square Analysis of: Method by 'Substance Use and Abuse' 89
**Table 23** – Summary of Results 92

# LIST OF ABBREVIATIONS

| | |
|---|---|
| *AJCP* | *American Journal of Community Psychology* |
| APA | American Psychological Association |
| *JCP* | *Journal of Community Psychology* |
| N/A | Not Applicable |
| *PINS* | *Psychology in Society* |
| *SAJP* | *South African Journal of Psychology* |
| US | United States of America |
| WCDVS | Women, Co-Occurring Disorders and Violence Study |

# CHAPTER ONE

## INTRODUCTION

This chapter will provide a comprehensive exploration of the rationale for the study which will include a brief examination of the field of community psychology so as to provide the necessary contextual foundation for the study. This will be followed by the aims of the study which will subsequently be followed by a systematic breakdown of each chapter of the report.

## RESEARCH RATIONALE

Whilst community psychology is considered a sub-discipline of mainstream psychology it must be understood as a different field all together – as is illustrated by its unique aims, values, history, models and methods which differ substantially to those of traditional psychology. There is no clear-cut definition describing the field of community psychology. The conceptual basis of this sub-discipline of psychology arises out of other fields such as philosophy, sociology, social anthropology, as well as social and critical psychology. Due to the convergence of all these fields what is strictly community psychology is unknown. Is it more one of these fields than any other? Or, is it a perfect combination of all of these fields? These questions continually arise for those trying to define the field, however as one will find, and has already been said, no single definition exists. Community psychology is a complex grouping of a diversity of fields, with a wide range of ideologies informing its theories and its processes; as such it is impossible to pin down a single core understanding of the field. Furthermore as it has been informed by so many varying disciplines and fields, one could say that the goals and aims of community psychology have shifted numerous times to accommodate for shifts in these various fields – and as such, the development of community psychology has been pulled in various different directions. It must be noted that as

community psychology is informed by an abundance of pre-existing knowledge bases, it is difficult and arguably impossible to distinguish what strictly 'belongs' within community psychology. Therefore, continual addition to community psychology knowledge production is needed so as to ascertain a clearer idea of where exactly the field fits in and belongs.

Community psychology initially emerged in the United States just over 40 years ago (Pretorius-Heuchert & Ahmed, 2001). Compared to many other fields in psychology, it is a relatively new and underdeveloped sub-discipline (Stevens, 2007). Community psychology is especially new and underdeveloped in South Africa where the sub-discipline only emerged in the 1980s (Hamber, Masilela & Terre Blanche, 2001; Naidoo, Duncan, Roos, Pillay, & Bowman, 2007; Seedat, Duncan & Lazarus, 2001; Stevens, 2007). For this reason, ongoing scholarship and research is needed to promote the development of the field as a whole, both in South Africa and internationally, as well as the types of social change it seeks to create. Traditionally, community psychology can be seen as having two main aims – to provide increased and equitable mental health services to all people, as well as, to address social issues that impact on individuals and the communities from which they emerge (Lazarus, 2007). Community psychology is a sub-field of psychology that critiques and questions mainstream psychology itself but also critically addresses society as a whole. It is a field founded on core assumptions, ideas, values and beliefs that are rooted in the specific contexts from which the sub-discipline itself arose. It is therefore important to critically analyse community psychology itself, to see if it 'holds up' to many of its own core values. The present study examines and compares publication trends in the *Journal of Community Psychology* (hereinafter referred to as *JCP*) over the last five years. This will contribute to understanding patterns of knowledge production in the sub-discipline, and its responsiveness to social needs.

The *JCP* is one of the main international journals of this area and is therefore an applicable resource for accessing current published material in the field of community psychology. Both the *American Journal of Community Psychology* (hereinafter referred to as *AJCP*) and the *JCP* have been extensively used in other studies on community psychology publication trends, and are noted as being "journals reflective of the field of community psychology" (Loo, Fong & Iwamasa, 1988, p. 334). Whilst the use of the *AJCP* would also yield current trends within the field, it could be argued that the *JCP* would be more internationally focused than the *AJCP*, which may tend to be biased towards American publications. Furthermore, other journals that relate to community psychology tend to be interdisciplinary or are more specifically focused on particular areas within community psychology. The *JCP* is considered the 'international' journal of this field, and is therefore the best source of appropriate publications for the current research. There are currently no South African journals of community psychology however the journal being used is internationally applicable and is also further relevant to community psychology in South Africa.

The *JCP* includes core areas of community psychology, such as descriptions and evaluations of service delivery programmes and projects, studies of youth, parenting, and family development, methodology and design for work in the community and the interaction of groups within the larger community (Wiley-Interscience, 1999). The areas identified in the journal are key areas within community psychology, however it is necessary to assess and measure whether the journal does in fact cater to all these areas, and in the instance that this is not the case, to identify which areas have been omitted. Further to this, it is necessary to ascertain if the *JCP*, a renowned journal in the field, sufficiently represents the field of community psychology and if this is so, does the journal represent the version of community psychology seen in the South African context.

Other studies looking at trends within South African psychological journals such as the *South African Journal of Psychology* (hereinafter referred to as *SAJP*) and *Psychology in Society* (hereinafter referred to as *PINS*), have been previously carried out as is seen in Seedat (1998), Stevens (2003), as well as Seedat, MacKenzie and Stevens (2004). Further trend analysis studies pertaining specifically to community psychology journal publications have been previously carried out within the *AJCP* and the *JCP* (Bernal & Enchautegui-de-Jesus, 1994; Loo et al., 1988; Lounsbury, Roisum, Pokorny, Sills & Meissen, 1979; Lounsbury, Cook, Leader & Meares, 1985; Novaco & Monahan, 1980; Speer et al., 1992), however none of these studies looked at trends within or even relating to South African trends or South African community psychology. Furthermore, none of these studies have focused on community psychology over the last five years. In fact, no studies have been found of trends in community psychology journals over the last decade.

The proposed study will allow for current trends in knowledge production within the field of community psychology to be uncovered so as to assess if the field of community psychology is reaching its goals. With community psychology aiming to provide intervention with regards to global social issues, it is necessary to gauge if the field is accomplishing what it has set out to do, and if so, to what degree. It is a necessary study that will allow for the field to continue to be challenged and interrogated. By looking at the emerging trends, it will be possible to examine whether the field itself is addressing the necessary needs of the 'community', as set out by the initial rationale of the first community psychologists. This research will attempt to provide a critical analysis of community psychology as an academic sub-discipline and will highlight the extent to which publication trends are in keeping with the key aims, needs and expectations found within community psychology.

It is necessary to assess the emerging methodological trends such that they can be compared to the methods that community psychology promotes. Looking at the topic trends

within this journal is important as this reflects the main focus areas in community psychology currently and it is certainly necessary to deem if these areas correspond with many of the global social issues seen. Finally, by looking at the South African trends in publication, South African community psychology, as well as community psychology publication can be placed within the broader international context. The contribution that South African authors and knowledge-producers are making towards contemporary community psychology currently, as opposed to historically is important to assess. It is necessary to look at these specific sub-sections of community psychology as they each provide added insight into the current position of contemporary community psychology within the discipline of psychology – and how this compares to community psychology's historical intentions and aims as has been seen in previous studies. Based on this it is now necessary to asses the direst aims of the current study.

## RESEARCH AIMS

The aim of this research is to investigate several types of trends within the *Journal of Community Psychology* over the last five years (January 2003 – December 2007). The emerging trends are organised into five different main areas, namely: 1) trends in type of publication, 2) methodological trends, 3) topic trends, as well as 4) South African trends. By analysing the trends found within this journal, the study seeks to provide a more comprehensive understanding of knowledge production in contemporary community psychology. This serves to provide an overview of current developments in community psychology scholarship more generally, as well as the ways in which South African scholarship features in international publications which allows for the field to be critically interrogated.

This is therefore an exploratory study that aims to establish the degree to which publication trends within the field of community psychology meet the needs and expectations of this field. The research also aims to find the extent to which South African related studies are represented within this journal which will be done by assessing the overall representation of South African community psychology with this journal. This will be further be done by looking at the contribution of South African authors within the journal, as well as the extent to which the journal publishes research done in or about South Africa. In doing so, the researcher will be able to identify possible implications that these recurring themes have for social issues within the current South African context.

## CHAPTER ORGANISATION

As can be seen in the table of contents, the report is separated into five chapters – *chapter one* is the introduction which has thus far provided an introductory background to the study. This was followed by the rationale and aims for conducting the current study. This is followed by *chapter two* which reviews literature relevant to the study. The literature review contains an overview of all the necessary community psychology theory that was used in developing the research questions. The literature review contains the following key sections: The goals and aims of community psychology; the history of community psychology; the main theoretical models of community psychology; the research methods used in community psychology, some of the key topics in community psychology; important previously conducted trend analysis studies; and a brief look at contemporary community psychology in South Africa. The literature review is followed by the research questions that are the focus of the current study. *Chapter three* discusses the methodology of the current study. It provides a substantial account of the research procedure, which includes the coding and data analyses procedures. This chapter discusses the qualitative and quantitative methods that were employed in

attaining the results, with a brief look at the ethical considerations of the study. The next chapter, *chapter four*, documents all the results that were yielded. This chapter provides tabulated versions of the results, as well as some qualitative explanation of the trends that were found. The descriptive frequencies are provided, as well as all the necessary frequencies in answering the research questions. *Chapter five* is the discussion of the results and the concluding chapter of the study. Each of the results is discussed and critically analysed in this section. The chapter further provides a summation of the report which includes the limitation and recommendations that were considered based on the current study.

## CONCLUSION

This chapter has provided the necessary background to the study. In doing so the importance of the study has been highlighted. This has allowed for the rationale and aims of the study to be clearly understood. Having extensively discussed the rationale of the current study, the necessity and importance of the study, within the field of community psychology, has been provided, which has fore grounded the aims of the study. The next chapter will build on these aims by providing pertinent community psychology theory that would need to be understood in order for the relevance of the current study to be seen.

# CHAPTER 2: LITERATURE REVIEW

## INTRODUCTION

The aim of this literature review is to provide a critical, incorporative and holistic interrogation of community psychology. The chapter will do so by providing an in-depth and comprehensive detailing of pertinent literature that is necessary to contextualise the current study within the broader field of community psychology. This will be done by firstly providing some description and explanation on community psychology as a field. The literature review will then assess the main assumptions, values and goals advocated by 'classic' community psychology theory. It will then provide a brief look at the historical emergence of community psychology. By firstly looking at the historical emergence of community psychology internationally, and then within the South African context, community psychology will be placed within its historical context. It is necessary to do so as to ascertain the initial goals and aims of the field such that they can be comparatively and critically analysed according to the current standing of the field. Following this the literature review will provide an extensive detailing of the key community psychology theoretical models, which will lead into an account of the associated research methods. A brief documentation of some common topic areas in community psychology will be considered before the literature review will provide the results of some pertinent trend analyses studies done within the field. The literature review will end off with an account of the current standing of contemporary community psychology in South Africa. Subsequent to this the four research questions around which the entire study has been based will be clearly laid forth.

## THE GOALS AND AIMS OF COMMUNITY PSYCHOLOGY

Community psychology is a branch of psychology that is derived from multiple disciplines, and operates from a number of different paradigms and models. In general, the field focuses

on the "importance of developing theory, research, and intervention that locates individuals, social settings, and communities in sociocultural contexts" (Trickett, 1996, p.209). Community psychology therefore differs from traditional psychology in that it addresses both the individual and the community; but most importantly, community psychology also addresses the context out of which these individuals and communities may arise and the effect that this context may have on them (Ahmed & Pretorius-Heuchert, 2001; Pretorius-Heuchert & Ahmed, 2001). Community psychology has at its core the fundamental aim to "make mental healthcare more accessible, applicable and practicable to a greater number of people, particularly to those in communities which are structurally disempowered and marginalised" (Maw, 2002, p.59).

The question that one is left with, however, is who are these people that are considered to be marginalised? Communities have always been stratified along cultural, racial, gender, class or socio-economic status, age, disability, ethnic and sexuality (to name but a few) lines. These people or communities that fall within the oppressed groups are the ones at which community psychology interventions are aimed - be it females within a patriarchal society, or homosexuals within a heterosexual society. These groups which are not dominant within a social order are the 'marginalised'. Community psychology is a field that promotes such values as equality, transformation and liberation, and in looking at these values one must note that the communities and individuals at which community psychology is aimed, are those that are commonly referred to as 'marginalised', 'underprivileged' and 'underdeveloped'. Community interventions are also further aimed at challenging unequal power relations, increasing equality, and creating social transformation (Lazarus, 2007).

Whilst aiming to provide a critical analysis and create awareness of social inequality, community psychology, is more interested in bringing about change to the existing social order, and aims to provide communities with the necessary tools and skills to generate social

change for themselves (Gibson & Swartz, 2004). Community psychology aims to broadly create social change where unequal power dynamics exist, but also has a more narrow focus related to the empowerment of individuals and communities. Depending on the model and paradigm of community psychology out of which one operates, there are differing aspects of these aims that are deemed important. Despite these differing aims however, Lazarus (2007) highlights that there are fundamental values and assumptions which underpin community psychology. These values are addressing oppression; personal and political empowerment; risk-prevention and health promotion; developing a psychological sense of community; and cultural relativity and diversity (Lazarus, 2007). Dalton, Elias and Wandersman (2001) corroborate that these values are elementary, however they further emphasise the values of individual wellness and social justice.

It should be recognised that community psychology is a relatively new field and is therefore continuously changing and evolving to fit into the social and historical context of the time and place in which it is located (Hamber et al., 2001; Naidoo et al., 2007; Seedat et al., 2001; Stevens, 2007). Furthermore, it must also be noted that due to the diversity of community psychology, the context of the community in which it operates tends to have an influential role on the field itself and it is due to this that community psychology is thought of as so diverse and heterogeneous (Stevens, 2007) - as the social context changes, so does the role of community psychology and the community psychologist. Community psychology is a type of psychology that critiques the mainstream assumptions provided by traditional psychology and in doing so also aims to create change in communities by practically applying the theory to existing social problems.

## THE HISTORY OF COMMUNITY PSYCHOLOGY

As has already been alluded to, community psychology is a field that is "directly influenced by the social contexts out of which it emerged" (Stevens, 2007. p. 29) thus it is important to look at the historical context within which community psychology itself emerged.

### Emergence of Community Psychology in the United States of America (US)

The technical emergence of the field of community psychology is widely acknowledged as occurring in the 1960s in the US, in a time of social upheaval and discontent, due to the changing socio-political climate (Toro, 2005). Stevens (2007) indicates that the need for community psychology was however seen prior to this period of social restlessness with its historical roots situated firmly within two core factors – the return home of World War II veterans and the tension within the discipline of psychology. This was illustrated by a multitude of war veterans returning home to the US in need of mental health services that were proving to be sparse (Stevens, 2007). This was further perpetuated by the influx of migrants moving into this region due to the international political unrest. As it became apparent that the resources available would not be sufficient to handle the masses in need of mental health care, the traditional means of therapy were reworked so as to form a more cost-effective and efficient method that would ensure more services were being provided to more people – hence the formation of the mental health approach (Dalton et al., 2001; Stevens, 2007). This approach epitomised the increased provision of services to those in need in the most accessible and convenient ways possible (Stevens, 2007).

By the 1960s in the US, human and civil rights issues were rife, and there was further need for social reform with regards to the mental health services being offered (Pretorius-Heuchert & Ahmed, 2001) perpetuating the need to make health care services more readily available to the masses. Along with this, there was the emergence of a more preventative

perspective on mental health services which placed primary emphasis on prevention over treatment (Dalton et al., 2001). It was also seen that many of the key and core principles of the social action model were developed at this time (Stevens, 2007). As Seedat, Cloete and Shochet (1988) indicate, community psychology arose due to the concern regarding the consequences of the pervasive social issues of the time, as well as the lack of resources, and how these were beginning to have an impact on the individual psyche. This was the first instance in which such social issues were deemed relevant in the discipline of psychology (Seedat et al., 1988).

Despite this history, the term 'community psychology' only began being utilised after being coined at the Swampscott, Massachusetts Mental Health Conference in 1965 (Stevens, 2007), with the term only officially being recognised by the American Psychological Association (APA) in 1967 (APA, 2007).

**Emergence of Community Psychology in Other Parts of the World**

Whilst similar to that of the US, the emergence of community psychology in Latin America differed slightly. This region was plagued with far more social and political injustices (as seen by the dictatorial rule) than was seen in the US, and therefore required a more radical form of community psychology (Stevens, 2007). As such, the social oppression in the region called for a more liberatory psychology that would represent the marginalised and oppressed social structures and inequalities (Stevens, 2007).

One of the predominant differences between community psychology in the US and within Latin America is that community psychology in the US was aligned strongly with clinical psychology in its emergence. However, in Latin America, community psychology paralleled social psychology (Nelson & Prilleltensky, 2005). Community psychology in Latin American can be considered a lot more progressive in that a shift from authoritarian rule to

the emergence of a democratic system was seen. Therefore due to the changing socio-political context community psychology in this region experienced a number of shifts with regards to its aims – moving from a community mobilisation role initially, to a peace building role within the region post-democratisation (Stevens, 2007).

Countries like Australia and New Zealand that did not indicate a need for 'revolutionary' community psychology saw the emergence of a more critical community psychology. Therefore as opposed to a social or clinical affiliation this form of community psychology was a lot more critically oriented (Nelson & Prilleltensky, 2005). It is argued that in many ways community psychology acted as a partner to the field of social work in this region, looking to give a 'voice' to the marginalised and indigenous people of those lands (Stevens, 2007).

In a similar trend community psychology in Europe was too formed as a result and need of the pressing social issues at the time, but also due to the crisis that was seen in mainstream psychology (Stevens, 2007). Due to the high immigration rates into European countries there was increased need to cater for these individuals in relation to service provision and human rights. Furthermore critique of mainstream psychology at the time also prompted increased criticality and there was an increase seen in radical social movements (Stevens, 2007). Despite this however the mental health model continued to be the most prominent model used in the European setting at the time – despite the clear links to critical psychology.

Stevens (2007) indicates that community psychology within an African setting was fairly invisible due to the isolation of the continent which saw even a lack of mainstream psychology. Therefore the emergence of community psychology in South Africa was very much the result of a concerted effort made by South African psychologists, as will further be shown in the next section.

**The Formation of South African Community Psychology**

Community psychology in South Africa has a similar history to the emergence of US community psychology, even though its emergence was only seen decades later. Community psychology first flourished in South Africa in the apartheid-era (Pretorius-Heuchert & Ahmed, 2001). Under the apartheid laws all aspects of the South African community was stratified along racial and ethnic lines by the apartheid government. Due to traditional psychology's inability or "unwilling[ness] to examine reflexively the manner in which it had [also] contributed to the formation" (Stevens, 2003, p.190) and maintenance of the disparate intergroup relations, a group of 'radical' psychologists at the time questioned the mainstream notions of apartheid. It was due to their desire to bring about social change in South Africa that community psychology developed and thrived in the country (Pretorius-Heuchert & Ahmed, 2001). For this change to occur, however, there needed to be a politicisation of community psychology and of the community psychologist, so as to oppose the system of apartheid. Along with this, community psychology needed to be made relevant to the oppressed and alienated majority of people. There was therefore a need to develop and practice theory that would relate to this marginalised group (Pretorius-Heuchert & Ahmed, 2001).

During apartheid the majority of registered psychologists were 'White' and middle-class. This meant that 'Black' psychologists were marginalised, and that access to psychological services was segregated along racial lines meaning that many 'Black' South Africans were alienated from psychological services and found these services inaccessible or inadequate (Mayekiso, Strydom, Jithoo & Katz, 2004). Furthermore, the practice of psychology seemed to have little relevance to many 'Black' South Africans, as it did not incorporate their diverse cultural beliefs (Mayekiso et al., 2004).

With the demise of apartheid there was a "crisis in confidence" with regards to the relevance of psychological knowledge production and psychological practice, and psychology's ability to deal with the social context of post-apartheid South Africa (de la Rey & Ipser, 2004). This begged the question of the role of psychology and its relevance in South Africa (de la Rey & Ipser, 2004). A number of responses emerged as a means to find and create a relevant psychology for the 'Black' South African population – the most notable of these was the attempt to change the "demographic profile" (de la Rey & Ipser, 2004, p. 545) of emerging South African psychologists so as to have a more diverse and representative group emerging. This is an important issue that is further discussed later in the literature review, when looking at contemporary South African community psychology.

## THE THEORETICAL MODELS OF COMMUNITY PSYCHOLOGY

Community psychology, like mainstream psychology, has a number of different theoretical models or approaches. These models are all similar in that they share the same broad and overriding aims of community psychology, but differ in that they also have their own specific aims and goals. Furthermore, each model has its own assumptions, target 'area' or population (specific focus 'areas'), its own theoretical understanding about social change, and each advocates specific methods for community intervention and practice. For this reason, each of the main models of community psychology will be outlined in relation to its core assumptions, its particular focus, the underlying theoretical framework and methods of creating community and social change. The main models of community psychology, currently and historically, are the ones that will be addressed herewith. These are the *mental health model, the social ecological model, the social community model, the social action model, and the people-centred development approach.*

**The Mental Health Model**

The *mental health model* of community psychology arose out of a medical and scientific history. The chief aim of this model is to provide higher quality, yet cost-effective, mental health services to a broader and more incorporative group of people –especially those that are disadvantaged or marginalised (Ahmed & Pretorius-Heuchert, 2001). Whilst this is a community psychology model, it is however a model of intervention that is and can be used for the mobilisation of public health within various other disciplines and as part of a "broader primary health-care framework" (Ahmed & Pretorius-Heuchert, 2001, p.70). The *mental health model* acknowledges the value of working with individuals but also with communities within specific social contexts. Intervention in this model focuses on the prevention of mental distress and psychosocial problems and is firmly located within an understanding that the prevention of a disease is far more important that the cure of it (Radebe, 2007). Prevention can occur at the primary, secondary and tertiary levels (Ahmed & Suffla, 2007). Primary prevention involves intervening prior to any 'symptoms' appearing, that is intervening before the problem arises (Ahmed & Suffla, 2007). Once existing problems in a community have been identified, secondary prevention approaches may be utilised. This refers to the early management of problems so as to reduce their severity and growth (Ahmed & Suffla, 2007). Tertiary prevention indicates the implementation of an intervention into a society that already possesses various degrees of the 'symptoms' of the problem. This involves reducing a problem's long-term influence, effects and consequences (Ahmed & Suffla, 2007). Whilst the *mental health model* was previously more medically related, there has been a shift to incorporate social issues into the model, along with mental health issues. As Radebe (2007) indicates, prevention has become one of the "hallmarks of community psychology" (p. 135) with such a model providing the necessary shift from a more individualistic approach to a far more widespread one with much large-scale appeal (Orford, 1992). As such with such a

model preventative endeavours are tailored towards more than just the micro level of intervention and are seemingly fitting within the macro level too (Seedat et al., 1988)

**The Social Ecological Model**

The *social ecological model* of community psychology places primacy on the role of one's environment. This model purports that individual behaviour is a direct result of the interaction that occurs between the individual and the environmental context in which they are situated or exposed (Visser, 2007). As such, it is possible to understand an individual's behaviour, however, this is only possible when that individual's social context has been considered and understood (Visser, 2007). Dalton et al. (2001) define an ecological context as the "settings or surroundings that impinge on an individual" (p.121), which can include the physical environment, as well as the social gatherings that occur within these physical environments.

The four key principles of this model are best highlighted by Dalton et al. (2001), in which the principles are identified as: interdependence, distribution of resources, adaptation and succession. Interdependence is a concept in which it is believed that a change in any single part of the social context will lead to consequences or changes in other parts of the context (Dalton et al., 2001). This is based on the idea that all aspects of the social context are interdependent and connected. The second principle, distribution of resources, refers to the ways in which communities distribute their temporal, monetary and human resources (Dalton et al., 2001). According to this principle, communities can be understood by analysing the ways in which they distribute their resources and interact in relation to this distribution. The third principle is adaptation, which is the related to the ways in which individuals manage or cope with changing amounts of resources (Dalton et al., 2001). The final principle is succession. Succession accounts for the changes seen within communities (Dalton et al.,

2001). It is understood that these changes are inevitable due to the dynamic nature of social environments, and succession is the level of orderliness that is experience as a community adapts to the new social climate (Dalton et al., 2001).

Visser (2007) indicates how Bronfenbrenner's theory of ecological systems fits into the social ecological model. Bronfenbrenner's theory asserts that communities can be viewed as comprising of four systems 'nested' or 'layered' within one another (Visser, 2007). These four systems include: the micro-system which comprises of the individual and all the people with whom they are in direct contact; the meso-system, which is the linkage between the micro system and all other systems that the individual is connected; the exo-system is that one over which the individual does not have direct control, yet influences the behaviours of the individual and their micro-system; and finally, the macro-system refers to the large-scale societal factors, policies and ideologies (Visser, 2007). In utilising Bronfenbrenner's systemic model it must be understood that all of the systems are thought to be in constant interaction. Further to this, this model's utility arises in the fact that intervention can be applied within any or all of the identified systems (Visser, 2007). Such a model merely makes it easier to conceptualise the scope of the social problem within a system so that intervention can be planned and applied.

**The Social Community Model**

The *social community model* has at its core the value of social change (Ahmed & Pretorius-Heuchert, 2001). This model promotes the more 'revolutionary' ideas of social change in which issues surrounding unequal power dynamics, structural inequality, oppression and other such social issues are addressed (Serrano-Garcia, Lopez & Rivera-Medina, 1987). The goal of this model is to see the promotion of critical solutions emerging to solve many of these issues (Ahmed & Pretorius-Heuchert, 2001). The two main aspects of this model

regarding social change involve the changing of traditional constructions of social reality, as well as the promotion of human agency, whilst still being cognisant of the broader social context (Ahmed & Pretorius-Heuchert, 2001).

The model which was proposed by Serrano-Garcia et al. (1987) suggests that merely making mention of social inequality and not addressing it is not enough and as such there should be a commitment on behalf of community psychologists to the creation of social change, as well as to bring about solutions to the structural inequalities that exist. Furthermore, this model further advises that the main goal of community psychology should be to "promote social change, to alter unjust and oppressive situations by generating knowledge, carrying out research and developing interventions" (Ahmed & Pretorius-Heuchert, 2001, p. 73). The social community model can be seen as the "social action model within a Marxist framework" (Ahmed & Pretorius-Heuchert, 2001, p. 74), therefore this model too promotes empowerment but more importantly it implores social change. Thus this intervention will aim to bring about social change through awareness of the social inequality that occurs within the discipline of psychology, the intervention offers a preliminary means in which social change can occur (Serrano-Garcia et al., 1987).

To further understand social change, it must be known that social change is a phenomenon that refers to social transformation that can occur at any particular level in a community, ranging from that of the individual to a more incorporative, global level (Ahmed & Pretorius-Heuchert, 2001). There are two types of social change: social change in relation to Marxist ideology and social change that does not address Marxist ideas. The type of social change that occurs according to the Marxist perspective, states that the social change needs to occur at a much larger level; in that it needs to incorporate the struggle to create an awareness of the structural forces of oppression and exploitation that occur due to differing class levels (Ahmed & Pretorius-Heuchert, 2001). The perspectives of social change that do not include

the Marxist perspective do not however necessarily address the broader context of dominant social inequality but rather operates within that Capitalist framework (Ahmed & Pretorius-Heuchert, 2001).

**The Social Action Model**

The *social action model* too addresses many of the greater social and structural inequalities of societies, and how these affect individuals and communities (Ahmed & Pretorius-Heuchert, 2001). According to this model addressing these greater issues of oppression is imperative. The ultimate aim of this model, as should be present in its interventions, is creating broader social change. Social change is advocated by addressing such issues as oppression and unequal power relations whilst all the while promoting the psychologist as an agent of social change. Further to this, the *social action model* values such principles as empowerment and social transformation (Ahmed & Pretorius-Heuchert, 2001). It also advocates intervention methods such as community mobilisation, collective social action and demonstration, and challenging oppressive government policies and practices (Dalton et al, 2001).

The social action model is seen as a critique of traditional psychology's assertion that the solution to pathology can be located within the individual. The model asserts that in order to understand pathology and henceforth find a solution, one needs to be aware of the structural inequalities that occur and that contribute to the context in which that pathology occurs and can therefore be seen as concomitant causes of the pathology (Seedat et al., 1988). The goal of this model is social change and the main way in which social change is measured, is through empowerment (Ahmed & Pretorius-Heuchert, 2001).

Empowerment is the main tool of this model. Rappaport (as cited in Seedat et al., 1988) describes empowerment as the implication that "what [one] sees as poor functioning is a result of social structure and lack of resources which make it impossible for the existing

competencies to operate" (p. 43). This therefore claims that for an individual within a community or a community at large to be empowered, the greater structural inequalities of the context in which that community exists need to be addressed (Seedat et al., 1988). In a community setting, the community is empowered through the principle in which the community psychologist gives psychology away to the community; however whilst this may seem an appropriate method to use, often psychologists are met with feelings of mistrust, anger and misunderstanding from the community (Gibson, 2002). The social action model asserts that a policy of empowerment over prevention must be adopted (Ahmed & Pretorius-Heuchert, 2001). Whilst multiple understandings of the concept exist, a common definition of empowerment provided by Rappaport (1987) posits that empowerment should be understood as a process whereby individual community members gain control and mastery over their lives and living conditions; therefore working towards a common goal (social transformation) allows for individual and community control and political efficacy, better living conditions, social change and justice. Whilst similarities will be seen between this model and the people-centred development model (discussed next), which too places primacy on empowerment, it must be noted that the social action model is a more conflict oriented model which seeks to radically and fundamentally transform societies which are ridden by power inequalities.

**The People-Centred Development Approach**

The *people-centred development approach* arose in the 1990s in developing countries when community psychologists became increasingly dissatisfied with traditional Eurocentric research (van Vlaenderen, 1993). They argued for psychological research to be contextualised within a people-centred development programme. This approach required new methodology, new research techniques, and a new, more participatory relationship between the researcher and participants (van Vlaenderen, 1993). The *people-centred development*

*approach* became essential at this time, whereby the methods advocated by the main theoretical and research models saw no major improvements in living conditions of the world's poorest individuals and most underdeveloped communities (Thomas, 2000). Unlike the other community psychology models the *people-centred development approach* is not a conflict model but rather favours and promotes community development by working at the community level. The approach endorses holistic community development by addressing all spheres of community - economic, political, social, health, education and even agricultural spheres.

The *people-centred development approach* which can also be referred to as the *critical emancipatory approach* is based on Paulo Freire's principles of conscientisation (Viljoen, Pistorius & Eskel-Blokland, 2007). According to Freire power inequalities are the result of the structural inequalities that exist in society and thus any intervention should have the fundamental aim of addressing the power differentials within communities. As such, it was Freire's view that the ultimate aim of any intervention should be radical social transformation as a result of conscientisation (Hope & Timmel, 2003). Freire's notion of conscientisation through dialogue is a process whereby socially marginalised communities become aware of the power inequalities that have shaped their current situation (Hope & Timmel, 2003). It is therefore understood that through dialogue individual oppression is shared and therefore becomes part of a group consciousness which allows for a group process towards active social change. The approach further advocates for increase in awareness of these power differentials such that people can utilise their resources and not be paralysed by their social positions.

Another concept central to this approach, as within the social action model, is that of empowerment. The common understanding of empowerment is one which encompasses the notion of subjective empowerment. According to van Vlaenderen and Neves (2004)

subjective empowerment is the process by which an individual develops a greater sense of self worth, self-confidence, and the recognition of their own skills and resources. However, authors such as Rappaport (1987) and Zimmerman (2000) contend that subjective feelings of empowerment are insufficient for any ‘real’ social change to take place with regard to individuals’ oppressive situation. Rather, empowerment needs to take place at an objective level and therefore involve "a process by which people, organi[s]ations, and communities gain mastery over issues of concern to them" (Rappaport, 1987, as cited in Zimmerman, 1995, p. 581).

Similarly, van Vlaenderen and Neves (2004) suggested a dialectical relationship between empowerment and participation. In other words, it is argued that through participation in activities and workshops, community members become empowered. Therefore, it is contended that for communities to be empowered, interventions should be open for participation. However, it should be noted that in terms of feasibility, interventions cannot be fully participatory in all respects.

One particular value shaping psychology can be argued to be the idea of individualism, which promotes the view that “the healthy individual is one who is self-contained, independent and self-reliant, capable of asserting himself and influencing his environment” (Riger, 2006, p. 280). Critical approaches have argued that a potential pitfall of this kind of ideology is the social constructionist nature that undermines the centrality of collectivism and interdependence. Riger (2006) posits that traditional mainstream psychology has overemphasised individual empowerment aimed at individual autonomy. Furthermore, these individualistic ideologies influence the manner in which empowerment and individualism are viewed in society. This differs to Rappaport (1987, as cited in Riger, 2006), who contends that empowerment refers to “a mechanism by which people, organizations, and communities gain mastery over their affairs” (p. 280). This understanding of empowerment includes both a

psychological sense of mastery as well as one gaining an actual increase in power and social influence.

The *people-centred development approach* is therefore an approach based on the values of empowerment, capacity-building and community participation (van Vlaenderen & Neves, 2004). Through the use of local knowledge, which is acquired through participatory action research, this approach emphasises the participation and the importance of individuals and communities as agents of social change (van Vlaenderen & Neves, 2004). This approach developed much later than the original community psychology models, but has become a central theoretical framework of the field.

Whilst these are but a few of the models which are used in community psychology practice, it must be noted that there are certain values and assumptions that underlie all of the models. All community psychology models and approaches value the role of the individual as well as that of the community. As can be seen in the ecological model, there are multiple stratifications at which community interventions can be targeted (Visser, 2007). Community psychology theory advocates that an intervention will have the greatest success if applied at multiple levels of a community; these are the micro, meso, exo and macro levels (Visser, 2007). Therefore the best results will be attained by working at the individual level, the relational and the societal level. The other core principle of community psychology models is empowerment. All of the models in some way look to empower the individual and the community, but in doing so view them as active agents as opposed to passive subjects. These models advocate that the role of the community should be an active one, wherein the community plays the chief role and the community psychologist works around or within that setting. In light of the unequal power relations between the community and the community psychologist, community psychology values the community themselves as the ‘expert’ and the psychologist is merely a tool of transformative change.

The main models of community psychology as found in the literature are the ones that have been addressed here. Whilst these models share certain goals, aims and even values that are central to the field of community psychology, each model has specific areas central to it that may not be emphasised by the others. Therefore, whilst the *mental health model* may have an overriding theme of transformation of mental health services, this is the predominant model looking at prevention. Furthermore, the *social action* and *social community* models predominantly focus on empowerment and social change, and the *people-centred development approach* centres on the values of community participation and the importance of local knowledge, and seeks to promote community development.

## RESEARCH METHODS IN COMMUNITY PSYCHOLOGY

Having now looked at the core models of community psychology, it is necessary to shift focus onto the research methods associated to such models. When looking at research methods used within the field of community psychology the relationship between methodology and epistemology is important. Epistemology refers to the "philosophy of how we know what we know" (Seedat et al., 2001, p.9), whilst methodology refers to the "collection of methods, procedures, conventions and rules used in research enquiry" (Swart & Bowman, 2007, p. 433). Ontology, on the other hand, is the fundamental core of any paradigm. Ontology refers to the existence and "nature of things that exist" (Seedat et al., 2001, p. 404). It refers to a belief about the world. It is therefore through the existence of a concept (ontology) that we are able to know certain things about it (epistemology) which are found out through the use of various methodologies. With this understanding of the three core elements of a paradigm, it now necessary to address the three main research paradigms.

**Positivist Paradigm**

There are three main research paradigms and each has its own ontology, epistemology and methodology. The positivist paradigm is based on the ontology that the world is observable and as such, measurable (Swart & Bowman, 2007). Due to these ontological beliefs this paradigm infers that knowledge is objective and can therefore be generalised with a level of certainty; this objective knowledge is measurable through the use of numerical and quantifiable methods being employed (Swart & Bowman, 2007). As such, within this paradigm, utilised methods are quantitative in nature as seen in surveys, questionnaires, and statistical analyses (Bhana & Kanjee, 2001).

**Interpretive Paradigm**

The ontology of the interpretive paradigm holds that whilst reality does exist, this reality can be subjectively interpreted in a meaningful way (Bhana & Kanjee, 2001; Swart & Bowman, 2007). Therefore the interpretive paradigm purports that research is subjective in orientation and epistemologically is based on subjective interpretations and perceptions (Swart & Bowman, 2007). Research methods used within this paradigm are qualitative in nature and tend to allow for the inclusion of subjective ways of understanding and creating meaning; therefore human beings themselves are the 'instruments' used in these methods (Bhana & Kanjee, 2001).

**Critical-emancipatory Paradigm**

The critical-emancipatory paradigm looks to uncover unequal power dynamics and their consequences for society (Swart & Bowman, 2007). It is based within the ontological belief that no single reality exists and depending on the context within which one is in, the reality that is seen is a product of the social forces at play within that context (Swart & Bowman,

2007). Based on the aforementioned ontology, the critical-emancipatory epistemology highlights that knowledge, like all other facets of life, needs to be understood in relation to dominant societal power structures (Swart & Bowman, 2007). The critical paradigm is aimed at the identification of power asymmetries and their effects on the community, with the greater understanding that reality is other than it appears and is the product of numerous interacting and conflicting forces (Swart & Bowman, 2007). As such the research methods employed within this paradigm may be either quantitative or qualitative in nature, or may use both types of methods; whichever will best allow for the critique and uncovering of power inequality in society. The fundamental goal of this paradigm is not to uncover the 'truth' or 'reality' but rather to empower individuals such that they can recognise their oppressed situations, change their positions within these situations and therefore enhance their lives (Bhana & Kanjee, 2001).

**Applied Research Methods**

In addition to the traditional paradigms of research, there are a number of particular applied research methods used in community psychology, as highlighted in Swart and Bowman (2007). The applied research methods which could be seen as falling within the critical emancipatory paradigm include: community needs assessment, participatory action research, policy research and programme evaluation. It must be noted, that whilst these methods are said to fall within the critical emancipatory paradigm, the applied research methods are not necessarily critical in nature.

A 'community needs analysis' is the process whereby one "determine[s] [the] particular area[s] of need requiring intervention" (Potter & Kruger, 2001, p. 194). By engaging with communities in their own environment, the researcher is able to find out the purpose of intervention. According to Swart and Bowman (2007) the purpose of a community

needs analysis is to comprehensively assess and evaluate the current situation of a community with the aim of identifying local priorities, psychosocial problems and resources within a community. The analysis should also attempt to develop an understanding of the priorities of the community members as well as the preferred situational outcome (Carter & Beaulieu, 1992). There are five different approaches with which one can set about completing a needs analysis. The five approaches are the Key-Informant Approach, Public Forum Approach, Nominal Group Process Approach, Delphi Technique and the Survey Approach (Carter & Beaulieu, 1992). Whilst the five different approaches are seemingly different, on further assessment, it must be noted that these approaches or techniques can all be used in relation to one another.

Participatory action research is the process whereby research data or information is acquired through active participation of community members (Swart & Bowman, 2007). This type of research requires the participation of as many community members as possible throughout the research process and acts as a form of intervention, in which the community involved in the research becomes empowered through their involvement (Swart & Bowman, 2007). Participatory research is also considered an appropriate method for resolving social tensions in that it combines research, education and action which all also serve as additional measures of validity (van Vlaenderen, 1993). Participatory action research is therefore a method whereby members of the community get actively involved in research processes by sharing their unique knowledge and experience with the research team and working as co-researchers (Dalton et al., 2001). Participatory action research is a research method that upholds some of the key principles of critical community psychology. This approach values the well-being of people and the communities in which they reside.

Policy research refers to research that targets and influences policies, legislations and public decisions (Swart & Bowman, 2007). Jones (as cited in Lazarus, 2001) defines public

policy as a "set of ideas and proposals for action culminating in a government decision" (p. 344). Therefore, policy research is important as it can allow for the severity of a social problem to be highlighted and brought to the attention of those in the position to implement legislative change (Swart & Bowman, 2007). Policy research is an important area of community research as it allows for large-scale changes within the macro system to be seen.

Programme evaluation is research conducted on the development and the evaluation of social programmes and interventions (Potter & Kruger, 2001). It is a type of applied research (Potter, Basson & Laauwen, 2007) that not only identifies social problems, but also assists in solving these social issues through evaluative processes (Potter & Kruger, 2001). Programme evaluation is based upon programme theory which is defined by Chen (1990, as cited in Potter and Kruger, 2001, p.194) as "specification of what must be done to achieve desired goals, as well as what other impacts may also be anticipated and how these goals can impacts can be generated". Therefore programme evaluation includes the research that needs to be done initially to assess the needs of a community, so as to decide on the action that needs to be taken to achieve the desired aims and meet the desired goals. It must be noted that there are two main paradigms in which programme evaluation can occur, these are the positivist and interpretivist paradigms (Rosnow & Rosenthal, 1996). Therefore, evaluation of a programme can occur using both qualitative and quantitative means. Social programme evaluation can be broken down into two parts, summative and formative evaluation (Potter & Kruger, 2001). Summative evaluation refers to the services offered by the program, this is primarily concerned with the implementation and outcomes of the programme, as well as the quality of services that the programme offers (Potter & Kruger, 2001), as relating to the aims of the intervention – this is usually done quantitatively. Formative evaluation refers to the objectives of the intervention, and is an evaluation of whether or not the main objectives of the intended intervention have been achieved.

### The Use of Research in Community Psychology

Whilst research within community psychology can occur within any of the aforementioned research paradigms, be it positivistic, interpretivist or critical-emancipatory; it is assumed that research within the field of community psychology should be more critically oriented. Moreover, specific approaches to research in community psychology can be associated with particular theoretical models within the field. Whilst the *mental health model* would promote more positivistic methods, the *social action* and *social community* models would favour methods such as empowering communities to conduct policy research and advocacy. Lastly, the *people-centred development approach* which centres around participation, would promote the use of needs analyses that would utilise a participatory action research method. Therefore, research plays a fundamental role and utility in the application of the community psychology models.

As the current study aims to uncover the status of community psychology as a discipline, it may be necessary to assess the research methods being used in the field currently as a means to ascertain the predominant models that are being used. As the research methods are specifically linked to community psychology models this is an important way in which to find out which models are being utilised and which ones are not. Further to this, by enquiring about the research methods the associated predominant ontological and epistemological values that are being purported and supported in the field can be identified.

## KEY TOPICS IN COMMUNITY PSYCHOLOGY

As has already thus far been stated, community psychology looks to intervene in relation to social issues seen within communities. As this has been described it is necessary to assess what these social issues are.

Some of the key social issues that are relevant to community psychology in South Africa include poverty; racial inequality, childhood ill health, power differentials, violence, HIV/AIDS, homelessness, war and age-related isolation (particularly in relation to the elderly) as some of the main social issues that the field would need to address (Frank, Tshemese & Mayekiso, 2007; Mayekiso & Tshemese, 2007; Swart, 2007; van der Walt, Bowman, Frank & Langa, 2007). Seedat et al. (2001) mirror some of these social problems and additionally indicate gun violence and gender oppression as necessary social issues to consider.

International studies indicate that the social issues that community psychology is related to internationally are similar to those found in South Africa. Toro (2005) that provides the most comprehensive list of pertinent contemporary social issues, as well as common topics that would merge in community psychology studies. This list includes: race and cultural issues, violence, crime, family issues, divorce, HIV/AIDS, legal issues, delinquency, programme evaluation, school issues, empowerment, advocacy, medical treatments, mental illness and the use of drugs and illegal substances. Martin et al. (2004) however indicates that despite such social issues, these are not the topics that are seen in publication. It was found that some of the main topics published in the *AJCP* were: personality, adjustment, mental health, stress, anxiety, coping, social support, sociological constructs, lifestyle satisfaction, health constructs and organisational constructs (Martin et al., 2004). It could therefore be seen that South African social issues are very much the core of South African community psychology; however this may not be the case in international, or particularly US, community psychology.

Whilst these are but a few of the social issues and topics that are encountered in reality, and are expected in the current study, it is necessary to have engaged with this so that comparisons can be made to the findings of the current study.

## TREND ANALYSIS STUDIES

A number of trend analysis studies, similar to the current study, have been documented on community psychology. As these studies formed the foundation of this study it is now necessary to briefly assess some of these studies such that their findings can be noted herein and can be utilised for comparative purposes at a later stage in the report. The trend analyses studies have been separated into international studies and South African studies for ease of reference.

### International Trend Analysis Studies

As Martin, Lounsbury and Davidson (2004) argue, articles published in journals are an "important indicator of the ebb and flow of community-relevant research and the people, places, events and ideas that shape it" (p. 163). The increased publication of subject matter in an area can be reflective of a field's commitment to that area (Loo et al., 1988). It is for this reason that trend analysis studies in publication are important, as they highlight the areas within a field that are of particular significance at particular historical moments.

Several content analysis studies on academic journals and publications in the field of community psychology have been carried out (Bernal & Enchautegui-de-Jesus, 1994; Loo et al., 1988; Lounsbury et al., 1979; Lounsbury, et al., 1985; Novaco & Monahan, 1980; Speer et al., 1992). A study carried out by Loo et al. (1988) examined the role of community psychology between the years 1965 – 1985. The study aimed to assess whether community psychology had achieved one of its original goals: "to foster cultural relativity and diversity" (Loo et al., 1988, p. 332). Whilst the study showed that there had been an increase in the amount of articles published related specifically to ethnicity and cultural diversity, the study noted that there was still more that needed to be done to make community psychology practitioners' culturally and ethnically aware (Loo et al., 1988).

A study carried out by Martin et al. (2004) analysed articles within the *AJCP* over the period 1993 to 1998; specifically in relation to epistemological frameworks and methodology used to define the field of community psychology. This study assessed the state of contemporary community psychology in relation to the major epistemological and methodological trends of community psychology (Martin et al., 2004). The study found that community psychology today is very much in line with the values and goals set out for the field in its initial conception at the Swampscott Conference (Martin et al., 2004).

**South African Trend Analysis Studies**

A further trend analysis study aimed more specifically at the general field of psychology that is essential to mention, was carried out by Stevens (2003). This study critically reviewed themes and patterns of published studies, specifically in regard to race and racism, within the *SAJP* over ten years (1990-2000) (Stevens, 2003). The three main emergent themes from this study were the 'objects of the research' which was the actual content area under research; the 'subjects or participants' which were the target populations on which research was being conducted (Stevens, 2003). The third theme that emerged in this study was the methodology utilised in the research which generally referred to the research tools, theoretical frameworks as well as the analytical tools that were utilised (Stevens, 2003). This study found that whilst issues of race and racism are being addressed currently, there still needs to be a "revisiting of critical understandings of race and racism" (Stevens, 2003, p. 189) such that new ways of conceptualising and understanding these constructs can emerge in the current post-modern context (Stevens, 2003).

Another thematic study, conducted by Seedat (1998), aimed to provide a "descriptive characterisation" of South African psychology based on the results obtained from a trend analysis study of several psychology journals. This study found five main overriding themes:

1) knowledge production within psychology was dominated by white males who were affiliated to historically 'white' institutions; 2) the predominant language used in publication was English; 3) whilst there was an increase of critically motivated articles, the majority of articles published were empirical in nature; 4) the empirical studies tended to used mixed gender participants who were predominantly 'white'; and 5) the newer areas of psychology, such as community psychology, were marginally represented whereas the majority of publication was dedicated to such traditional areas as psychometrics, research methodology, industrial psychology and educational psychology (Seedat, 1998). The aim of this study was to create awareness of the extreme disparities and marginalisation within psychology itself.

Studies such as Stevens (2003) and Seedat (1998) allow for the monitoring of the field of psychology through the assessment of publication trends. In doing such a trend analysis, one is able to examine and assess the success of some the goals of psychology and community psychology. Also, through such studies the field of community psychology can be interrogated and examined in relation to the field's original goals and aims.

Studies have been done to address this issue previously, such as a content analysis completed by Seedat et al. (2004) which looked at trends in community psychology in the ten years after the demise of apartheid in South Africa. This study found that whilst many "core elements and principles of community psychology have been appropriated by feminists, critical psychologists, post-colonial writers, health decision-makers and practitioners" (Seedat et al., 2004, p. 608), there are a number of ways in which community psychology still needs to find a place for itself globally, as well as in South Africa.

## CONTEMPORARY COMMUNITY PSYCHOLOGY IN SOUTH AFRICA

Over the ten years since South Africa's first democratic election, one is still able to see remnants of the deeply entrenched inequalities of the apartheid system in South African

society (Mayekiso et al., 2004). The racist regime that governed South Africa affected all aspects of life and this included the practice and institution of psychology itself. It has been argued that psychology as a discipline both "reflects and actively produces dominant constructions of gender and other inequalities" (Shefer, Shabalala & Townsend, 2004). This is shown in the fact that psychology in South Africa has been predominantly 'White', has reflected the constructed ideas of apartheid, and had a large gender bias towards males as psychological researchers and practitioners (de la Rey & Ipser, 2004), a trend that reflected the dominant, patriarchal systems that too existed in apartheid South African society.

These trends are actively perpetuated and presented currently within the discipline of psychology. Mayekiso et al. (2004) state that "the selection of students into professional training programmes in psychology has implications for the quality of psychological services provided, but also for the psychological wellbeing of the South African population as a whole" (p. 657). Furthermore, Crawford, Figert, Suarez-Balcazar, Neiden and Reich (1996) highlight the fact that the "professional and ethical responsibility that is expected of social scientists [is] to engage with and challenge societal inequalities and therefore promote diversity at all levels, including in higher education" (p.257) - as can be seen as a goal of community psychology. By ensuring that a diverse and representative group of psychologists are registering as professionals, traditional Western notions of psychology are challenged through "cultural mediation" (Gibson, 2002, p.12), as such psychology is made more relevant for black, South African communities.

Whilst there have been many attempts to make psychology more relevant to the majority of South Africans, and one cannot discount the fact that there has been an increase in the number of black and female psychologists registering in the past decade (Painter & Terre Blanche, 2004), there still seems to be a trend in which psychology is perpetuated as a white discipline, with the majority of applicants for post-graduate studies and subsequent

registration representing this trend, being predominantly white. This means that there is a minority of black psychologists being trained in psychology, whilst the South African population is more than 80 percent black (Christian, Mokutu & Rankoe, 2002). It is important to note the changing trend that seems to have reversed, with a large 'feminisation of psychology' presented. There is a majority of females registering as psychologists as opposed to males. Whilst it may seem like a positive change to see the dramatic increase in female representation in psychology; the role of women in knowledge production, such as authorship and publication, needs to still be addressed (Shefer et al., 2004). Therefore whilst the mere presence of women has been addressed their role too needs to be assessed. It can hereby be said that whilst the need for a feminisation of disciplines has been met, the role of the female has been curbed, as is seen by the domination of males in current publication (Seedat, 1998), which can be seen as yet another means through which the dominant social constructs prevail.

The marginalisation within psychology itself shows the increasing need to change the dominant and oppressive nature of South African society, as advocated by fields such as community psychology. Community psychology looks to bring an awareness about, as well as change, to many of the dominant trends of oppression. It is interesting to note if the field is able to challenge these forces within the greater discipline from which it emerged. Further to this, another fundamental value of community psychology is that of human diversity (Dalton et al., 2001) and it is interesting to note if this is present within community psychology publication itself.

## RESEARCH QUESTIONS

Based on the aims and rationale of this study, as well as the examined literature, the current study has identified that in order to critically evaluate the role that community psychology

plays internationally and within South Africa it is necessary to assess the role of publication in the field. As journal publications are the most up-to-date resource of information in a field, by finding the predominant trends within a journal, broader trends can be assumed. As such the current study indicates that for the aims of the study to be met, it is necessary that the following pertinent research questions be answered. These research questions follow.

1. What are the emerging trends in publication types found in the *JCP* in the years 2003-2007?
    a. What are the dominant publication types: empirical, methodological, review or theoretical articles?

2. What are the methodological trends found in the *JCP* in the years 2003-2007?
    a. What research methods or approaches are predominantly represented in publication?
    b. What are the applied research methods utilised within the *JCP*?

3. What are the emerging topic trends found in the *JCP* in the years 2003-2007?
    a. What are the predominant social issues and focus areas emerging?
    b. Which populations groups are most represented in reported studies?

4. What are the South African trends found in the *JCP* in the years 2003-2007*?*
    a. To what extent is South Africa represented in community psychology publication in the *JCP*?
    b. What is the contribution to publication by South African authors?

c. What are the recurring themes surrounding research done in or about South Africa?
d. What implications does the content of publications in the *JCP* appear to have for the key social issues in South Africa?

## CONCLUSIONS

This literature review has provided an extensive and thorough account of the field of community psychology. It has defined community psychology, its goals and aims; assessed the emergence of the field, within its historical context; explored and detailed the theoretical models as well as the associated research methods; and then briefly addressed some of the common topics and social issues seen within the field. Following this it then provided a comparison of previous trend analysis studies that were done internationally and within South Africa. Finally the literature review looked at contemporary community psychology within the South African context so as to provide an account of the context from which this report is located. Based on the abundance of literature provided within this chapter, the necessary theoretical background has been provided to contextualise the current study. As such the research questions which have been presented in this chapter are fully understood. This chapter has provided sound background for the following chapter which will provide an in-depth account of the methods used in answering the aforementioned research questions.

# CHAPTER 3: METHOD

## INTRODUCTION

The previous chapter provided a detailed examination of current literature in the field of community psychology. Based on this literature the research questions to the current study were derived. This chapter will provide an in-depth account of the various methodological stages and processes that were undertaken to answer these research questions and that have culminated in the current research report. The chapter will provide a description of the way in which the research was implemented which will include a step-by-step analysis of the research procedure. This will be followed by a thorough account of the coding process, which will include an explanation of the way in which the data was coded as well as a description of the different coding categories that subsequently emerged. Following this, the way in which the data was analysed will be comprehensively detailed. This will provide an extensive report of the quantitative and qualitative methods used in the study and how these contributed to the research findings. However, before this can be done, the theoretical approach underlying the methods of this research will briefly be assessed.

## RESEARCH APPROACH

This study was located within the critical-emancipatory paradigm of research. Swart and Bowman (2007) state that research that falls within this paradigm primarily aims to identify "unequal power relations and their effects on health, security, safety and economic development" (p. 433). Further to this, the critical-emancipatory paradigm aims to unearth distorted patterns of power, inequality and social domination through the critique of dominant social discourses (Swart & Bowman, 2007). As Neuman (1997, as cited in Bhana & Kanjee, 2001) states, a critical research process involves going "beyond surface illusions to uncover the real structures in the material world" (p. 144). Research from a critical-emancipatory

paradigm therefore aims to uncover and analyse the dominant and oppressive social forces that work to maintain the status quo. At the same time, making knowledge claims that aim to make such forces aware to the people upon whom these oppressive forces are inflicted (Bhana & Kanjee, 2001).

Bhana and Kanjee (2001) indicate that critical researchers do not ascribe solely to positivist notions or purely to the more interpretive approaches of research, they embrace methods that incorporate both methodologies. This means that mixed-method approaches are most commonly utilised within critical research – as is seen in the current study.

The current study is exploratory in nature and therefore aims to explore whether published work in the field of community psychology holds true to the ideals of community psychology theory and practice as is generally understood, or not. This study which is based within a social-critical paradigm is aimed at criticising dominant socio-political discourses which are understood to promote and maintain power asymmetries (Viljoen et al., 2007), as has thus far already been stated. As such, in answering the research questions it is possible for the current study to highlight the role that contemporary community psychology plays in the world, and in doing so deciphering whether or not this role is equivalent to that which it is claimed to be. Following this, the data set used in the study will now be examined and justified.

## DATA SET

The data forming the analysis base for this study were the article abstracts found within the *JCP* over the last five years (January 2003 – December 2007). Use of the *JCP* was appropriate and applicable as this is one of the most up-to-date resources of international standing within the sub-discipline of community psychology. The *JCP* is devoted to a wide range of areas which include research, evaluation, assessment and intervention (Wiley-

Interscience, 1999). Further to this it is a peer-reviewed journal that is known to focus on the publication of articles that deal with human behaviour within varying community settings (Wiley-Interscience, 2008). Further articles of interest that are recorded to be incorporated in this journal include "descriptions and evaluations of service programs and projects, studies of youth, parenting, and family development, methodology and design for work in the community, the interaction of groups in the larger community, and [articles related to] criminals and corrections" (Wiley-Interscience, 2008, para. 1).

The *JCP* published 254 articles within the years 2003-2007. Whilst it was initially proposed that all of these articles would be included in the study, only 242 article abstracts were used as part of the research sample. The reason for the reduction in sample size was due to the exclusion of articles that were not deemed to be 'actual' research publications. This meant that articles categorised as editorials, erratum, or 'in remembrance', were not included in the sample, as was seen in similar trend analysis studies such as within Loo et al. (1988) and Novaco and Monahan (1980). The sample therefore merely comprised of those article abstracts in which the journal described as 'research reports' and 'commentaries'. With regards to the special issues, introductory articles to the special issues were also included in the sample. Despite the exclusion of the aforementioned types of articles, the 242 abstracts utilised within the study seemed to allow for a sufficiently large sample size. This sample size was deemed adequate to allow the researcher to answer the research questions and in doing so meaningfully identify the necessary trends.

**PROCEDURE**

As the current research did not work with a human sample no permission was needed to access the data set or the abstracts. The *JCP* is electronically available, at no cost to the researcher, and was therefore accessed as such. The researcher therefore electronically

located the applicable abstracts online. Once downloaded and printed, these abstracts became the data set which was to be coded and analysed. For ease of reference, once the data set was compiled, each abstract was allocated a number from 1 – 242.

The coding of the abstracts involved the use of a self-created coding system which aimed to code each abstract according to each of the study's research questions; as such, trends could be extracted from the journal abstracts. As can be ascertained from the research questions, these trends include publication type trends, methodological trends, topic trends, as well as South African trends. (A more comprehensive explanation of the coding process can be found below).

Once the abstracts were coded along these four lines, the emergent themes were then critically analysed using conceptual content analysis. As such, the main procedure of the current study involved the attainment of all the necessary data (the abstracts) such that they could be critically analysed so as to be placed within the appropriate content categories for analysis. Content categories are "central themes and subject matter covered [within the abstracts]" (Seedat et al., 2004, p. 602). Following this, additional exploratory statistical analyses were employed such that the content categories could be further critically assessed.

## CODING

As has thus far been stated, the main content categories or themes that emerged were found due to the coding of the journal abstracts. This coding process was a technical process which formed the basis of this study and is therefore in much need of further description.

The coding process in the current study employed the use of a combination of both inductive and deductive coding strategies. Deductive coding is used when coding schemes are developed before the data is collected; whilst inductive coding involves the collection of

data first, with the codes emerging and developing as a consequence of the examination of the data (Epstein & Martin, 2005).

Therefore in the current study, deductive coding was used for three of the research questions: publication type, method and the South African research questions. These coding schemes arose from predefined conceptual and theoretical constructs derived from community psychology literature, previous trend analysis studies and the researcher's interests. For the 'topics' research question an inductive coding strategy was employed, whereby the data was examined so as to ascertain the coding schemes as opposed to having predefined them. Based on this, the deductive and inductive coding strategies utilised within the study and their results will now be examined.

**Deductive Coding**

*Coding of Publication Type*

With regards to the first research question relating to *publication type*, the APA (2001) outlines four possible article types: 1) empirical, 2) review, 3) methodological and 4) theoretical. As these are the articles or publication types identified in the APA (2001), as well as within previous trend analysis studies (Loo et al., 1988, Novaco & Monahan, 1980), using a deductive coding strategy it was assumed that these four publication types would be the main types of articles that would be found within the *JCP*. As such, these four categories became the coding schemes for this research question. Therefore with regards to *publication type*, the aim was to code the differing types of publication seen within the journal based on these pre-defined publication types. Abstracts were therefore given a code of 1-4 based on the criteria that they were deemed to fit.

Abstracts were deemed to be 'empirical' in nature if they pertained specifically to a research study conducted (APA, 2001). Therefore if an abstract indicated any aims, methods,

results and discussion it was deemed to be a research study and was coded as such. The second publication type was ‘reviews’. An abstract was coded as a ‘review’ if it appeared to be reviewing previous research studies but was not a research study itself (APA, 2001). The APA (2001) describes methodological articles as “papers in which new methodological approaches, modifications of existing methods, and discussion of quantitative and data analytic approaches are presented” (p. 8). These abstracts were therefore methodologically descriptive. The final publication type was ‘theoretical’ articles. Articles were coded as being ‘theoretical’ when they specifically focused on the promotion and advancement of a particular theory.

*Coding of Method*

The second research question which related to the *method* used within the abstracts was deemed to have five different categories. Swart and Bowman (2007) outlined these categories: 1) positivist (quantitative), 2) interpretivist (qualitative), 3) constructionist, 4) critical and 5) applied research methods. As with publication type, abstracts were coded by being given a code of 1-5 depending on which method criteria they were deemed to fit. Further to this, those abstracts that were coded as fitting into the applied research methods coding scheme, were further coded depending on the specified applied method. The four applied methods that were deductively identified were the usage of 1) a needs analysis, 2) policy research, 3) participatory action research or 4) programme evaluation. These applied methods are outlined by Swart and Bowman (2007) as the main applied research methods, specifically utilised within community psychology research. Therefore, in coding for this research question, abstracts were initially given a code of 1-5, following this, those abstracts coded with a 5 (applied research methods) were further coded depending on the specific applied method used, which involved a second coding scheme of 1-4.

In looking at the criteria in which articles were coded, positivistic articles were those deemed to have used a quantitative method. Studies that involved numerical measurement, systematic data sets and other positivist methods such as questionnaires, surveys, experiments and statistics, were coded as having utilised the positivist approach (Swart & Bowman, 2007). Interpretivist methods were coded when a qualitative method was employed. Swart and Bowman (2007) indicate that such methods are not numerically driven but rather involve the understanding of subjective meaning. Therefore, abstracts indicating a method involving unstructured interviews, field-work, and the critical, non-judgemental derivation of meaning, were coded as interpretivist. The constructionist method was coded for abstracts that involved the uncovering of social constructions. The critical method was coded for abstracts that indicated the uncovering of power inequalities (Swart & Bowman, 2007). These abstracts were more critical in nature and generally referred to the uncovering of power asymmetries.

Swart and Bowman (2007) outline four applied research methods that are utilised within community psychology: needs analysis, policy research, participatory action research and programme evaluation. In the instance that an abstract mentioned any of these methods it was coded as having utilised an applied research method. Further to this it was necessary to identify which type of applied research method was used. Hence, the sole criteria utilised to identify this was the mention of the use of either a needs analysis or programme evaluation or participatory action research or policy research within the abstract.

### *Coding of South African Publications*

The third research question relates to the South African trends found within the *JCP*, which too involved the use of a deductive coding strategy. This research question relates to the representation of South African publication within this journal therefore it was necessary to create coding categories around this. The first category that was created relates to the authors

of the articles. The category was therefore whether or not the author of the article was South African. The second category was whether or not the article was deemed to be a South African article. Both these research questions involved yes-no answers and as such were coded with a zero or a one depending on whether or not the necessary criteria were met.

With regards to the South African research question, articles were coded on two grounds, whether or not the author was South African and whether or not the article was deemed to be South African. With regards to authorship, the article was coded as having a South African author in the instance that the university out of which the author was located (supplied in the abstract) was based within South Africa, in which case the abstract was coded with a 'one'. If the university was in any other country, the author was assumed to be non-South African and was therefore coded as such – with a zero. With regards to the study itself, the abstract was coded as being a South African study if the abstract identified the sample as being South African, or if the abstract indicated that the study was actually completed within the South African context. In this case, the abstract was coded with a 'one'. If the sample was non-South African or if the study was located in any other non-South African context, the abstract was coded as not being a South African study and was coded with a 'zero'.

**Inductive Coding**

*Coding of Publication Topics*

With regards to the fourth and final research question no broad categories were pre-created. Whilst certain topics were expected it was not possible to pre-empt the full range of topics that would emerge thus an inductive coding procedure was utilised. The sixteen topic coding schemes that emerged from this process were: 1) *abuse and violence;* 2) *child, youth and family development; 3) civic participation;* 4) *crime and fear of crime;* 5) *disasters and*

*national emergency;* 6) *dynamics of social exclusion;* 7) *geographical area/ecological system;* 8) *injury, physical health and illness;* 9) *media use and effects;* 10) *mental health and mental illness;* 11) *psychological sense of community and social support;* 12) *research, intervention execution and evaluation;* 13) *scale development and testing;* 14) *sexual outcomes and HIV/AIDS;* 15) *substance use and abuse* and 16) *trauma.*

It is now necessary to analyse the way in which the 16 topic categories emerged. All the abstracts were initially examined and their main topics extracted and compiled into a single list. As such, a list was compiled of all the topics from all 242 abstracts. This list comprised of multiple topics per abstract as some abstracts contained more than one main topic area. Once this list was compiled it was necessary to condense it so as to remove repeated topics. Once the condensed list was completed the topics that remained were assessed to see if any similarities existed. In the instance that similarities were noted, topics were broadly grouped together. Once these broader categories were created, the coding system involved a process of extracting key words from each abstract so as to allow for commonalities between abstracts to be specifically put together. If an abstract was deemed to fit a category but the predetermined category did not already have particular keywords those keywords were extracted from the abstract and subsequently added to the category. In the event that a keyword was deemed to fit better into categories that were created later in the process, it was removed from its original placement and added to the new category. Therefore topics were continually coded and recoded until the final 16 coding schemes emerged. (A full list of the topic categories and their respective key words can be seen in the Appendices section). Once these 16 categories emerged, each category was given a number from 1-16, with each of the abstracts allocated a corresponding number from 1-16, depending on the applicable topic coding scheme per abstract. As multiple topics were identified in each

abstract it was possible that each abstract was coded more than once for this research question. It is now necessary to examine the criteria that were used to code the abstracts.

From the 16 topic codes the first theme *abuse and violence* involved any abstract that related to interpersonal violence or abuse, be it of a physical or sexual nature. Therefore any article that inferred the use or consequences of violence or abuse was coded as part of this topic. The second theme *child, youth and family development* was a category created to account for all abstract topics that related to children, adolescents, and families. These groups were looked at in respect to all spheres of life, including in relation to development. The third topic category or theme is *civic participation* this group referred to all those abstracts that indicated greater community social transformation or change – as is indicated by the people-centred development approach in community psychology. The fourth topic *crime and fear of crime* was characterised by all abstracts alluding to the occurrence, incidence or consequence of crime. The fifth topic trend *disasters and national emergency* was created to account for all those topics relating to widespread devastation be it due to a natural disaster or due to some national emergency such as a terrorist threat or attack. The sixth topic trend *dynamics of social exclusion* was created to account for marginalised groups – be it due to age, gender, race, religion, culture, sexual orientation or socioeconomic status. All abstracts that related in some way to groups of people that could be considered socially excluded were coded as fitting in this category. The seventh topic *geographical area/ecological system* was created to code for abstracts referring to geographical location or alternately to a level of ecological system not related to the individual or family levels (which have already been accounted for by the 'child, youth and family development' category). The eighth topic *injury, physical health and illness* was categorised to refer to all aspects of physical or medical illness or health or to all injury-related incidents. The ninth topic *media use and effects* was based on the inclusion of all articles that mentioned the use of some elements of the media – be it

newspaper, television, or audio recording. Like the eighth topic the tenth topic *mental health and mental illness* was related to all aspects of health and illness, however this solely related to the mental sphere of wellbeing. This category therefore comprised of all aspects of mental health and psychopathology referred to in the abstracts. The eleventh category *psychological sense of community and social support* refers to all the positive aspects of communities that allude to such elements as community resilience and strength. The twelfth topic *research, intervention execution and evaluation* refers to all abstracts that referred to research or the use, description or evaluation of interventions. The thirteenth topic category is *scale development and testing* and refers to the mention and use of any psychological or community-based scale review, development or usage. The fourteenth category is *sexual outcomes and HIV/AIDS.* This category was formed to include the effects of sexual practices – therefore any of the consequences of sexual relations were coded into this category. As HIV/AIDS can be seen to be a sexual consequence, it was also coded into this category – and did include all means of infection. The fifteenth topic trend *substance use and abuse* quite simply relates to all those abstracts that mentioned the use, abuse or treatment of substances. The sixteenth category was *trauma* and was created to include all topics related to trauma – be it exposure, symptoms or effects.

Whilst these were the original categories or trends found, it was necessary to condense the topic categories into larger groups so as to ensure that the groups were sufficiently large to allow for significance testing. This was necessary as the sample size was not large enough to ensure that each category would include a sufficient number of topics within it. As such, the following merged topic categories were created specifically for significance testing.

The *crime, violence and safety* topic category involved the merge of the *abuse and violence*; *crime and fear of crime*; *disasters and national emergency;* and *trauma* topic

categories. These categories were combined as they were thought to all cohere around what could be understood as devastating events and their potential effects. The *ecological systems* category was formed due to the merge of the *geographical area/ecological system* topic and the *media use and effects* topic. These topics were grouped as they both could be seen as accounting for higher ecological levels or systems. The *research, intervention execution and evaluation* category emerged as a result of the merge of the *research, intervention execution and evaluation* and *scale development and testing* topics. It is proposed that despite being differentiated as topic trends, the promotion and development of scales can be seen as a research endeavour. Finally, the *mental and physical health, illness and injury* topic was created through the incorporation of the *mental health and mental illness* and *injury, physical health and illness* topics. Both these trend categories are understood as involving the wellness and illness of individuals be it mental or physical and as such were combined.

Once all the abstracts were coded along the four research questions, a database was created such that all the allocated numerical codes could be combined for analysis. The analysis of this database will be discussed next.

## DATA ANALYSIS

The method of data analysis used in the study had both qualitative and quantitative components, and therefore can be termed a mixed-method approach. The main method of analysis used within the study was content analysis – thematic content analysis was used to qualitatively derive the themes, whilst conceptual content analysis was used to determine the occurrence and significance of the themes. As is stated by Seedat (1998) the "operational strategy of content analysis is only one of the many approaches that may be employed for the purposes of cataloguing content areas and trends within any field of study". Content analysis was an appropriate technique to use as it systematically allowed for the "compressing of

many words of text into fewer content categories based on explicit rules of coding" (Silverman, 1997, p.1). The description of the data analysis procedure has been divided into the qualitative (thematic content analysis) and quantitative (conceptual content analysis) aspects, as was seen in the research process.

**Qualitative Data Analysis**

As has already been stated, the primary method of data analysis selected for this study was content analysis. Content analysis is a research method that allows for patterns within data to be identified such that significant and meaningful trends can be derived (Wilkinson & Birmingham, 2003). Specifically in this study, two different types of content analysis were used. Thematic content analysis was used particularly in the coding of abstract topics. "Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organi[s]es and describes [the] data set in (rich) detail" (Braun & Clarke, 2006, p. 79). Furthermore "a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p. 82).

As it was not possible to create coding categories prior to the examination of the abstracts, as the area would have been too broad, coding categories were inductively developed - as has already been discussed. Once these coding categories emerged the abstracts were then coded accordingly. The qualitative analysis procedure of the current study therefore led to the development of a data set of topics that could be prepared for coding, following which conceptual content analysis could take place. It must further be noted that it was not necessary for this qualitative process to be used on the other research questions as the coding categories were predefined.

**Quantitative Data Analysis**

Once all the abstracts were coded, another form of content analysis, conceptual content analysis, was then used to analyse all the emergent themes. Conceptual content analysis is a sub-method of content analysis which analyses the frequency of the themes (Wilkinson & Birmingham, 2003), as per the occurrence of a particular code. Conceptual content analysis therefore aims to establish the existence and frequency of the emergent themes by quantifying and then tallying codes to attain their frequencies (Silverman, 1997).

Once the data had been qualitatively coded and placed into relevant categories, the data was quantified by generating the frequency of categories appearing within the data set. This was done by obtaining the descriptive statistics of the data. For the publication type, methods and South African research questions, straight frequencies were attained. However, for the topics research question multiple response frequencies were sought as it was possible to code multiple topics per abstract. These frequencies were then used for comparison – this is illustrated in the Results chapter.

**Additional Exploratory Analyses**

Further to the attainment of frequencies, certain categories which yielded sufficiently large frequencies were used in additional exploratory analyses. These categories were cross-tabulated against other categories so as to ascertain if any significant relationships occurred between categories, which too are reported in the Results Chapter.

This component of the research involved the use of the Chi-Square statistic for the 2x2 contingency table. This statistical analysis is a test which aims to find the significant difference among groups (Kaplan, 1987). In the current study, Chi-Squares were completed to compare the topic categories by a number of other variables so as to find significant trends based on the significant associations found – as can further be seen in the Results chapter. It

was appropriate to utilise a Chi-Square test as the data being compared was categorical in nature.

It must be noted that these analyses are considered additional exploratory analyses as they were not utilised to answer the research questions. The attainment of category frequencies was needed to answer the research questions; however the additional analyses were exploratory in nature and were rather used to promote additional discussion.

## ETHICAL CONSIDERATIONS

As this study did not work with a human sample, there was no need to gain permission from any gatekeepers and as such there were also no ethical issues regarding confidentiality or anonymity in the study. It must be noted, however, that this is a critical and politically-oriented study that looks to 'expose' trends within the field of community psychology. As such, it is acknowledged that the results attained can potentially be viewed as contentious and controversial. Whilst this is not an expected occurrence, this is something that the researcher is aware of. In light of this, the researcher has and will continue to discuss findings and critical aspects of the study with a view to strengthening community psychology scholarship and the further development of the field. The researcher also acknowledges the study's exploratory nature and emphasises that any findings are open to divergent interpretations due to the aforementioned methods used. Further to this, no major ethical problems occurred and are foreseen.

## CONCLUSION

This chapter has provided an extensive account of the research methods used within the current study. By providing an overview of the research procedure, an in-depth report of the coding process and a thorough examination of the data analysis measures, a clear and concise

provision of the utilised methods have been provided. The ethical considerations of the current study were also briefly observed. Further to this, the chapter opened with a comprehensive description of the theoretical paradigm within which the current study is contextualised. Having done the aforesaid and gaining insight into the methods used, it is now necessary to assess the results yielded from the use of these methods.

# CHAPTER 4: RESULTS

## INTRODUCTION

Having looked at the methods used to accumulate the data this chapter will now address the results obtained from the quantitative conceptual analyses. Results from the straight frequencies, as well as the multiple response frequency statistics, as well as the significant Chi-Squared analyses will be presented in this chapter. As only the significant results will be reported herein, completed tables containing all the results can be located in the Appendices section of this report. However, before these results are presented, the descriptive statistics of the sample will firstly be described, following which, the results will be presented.

## DESCRIPTIVE VARIABLE FREQUENCIES

The abstracts used within this study are those abstracts from the *JCP* deemed applicable over the period 2003-2007 ($n$ = 242). Table 1 below provides a basic description of these abstracts.

**Table 1** – Sample Description of Data Set

| **Journal Year** | **Articles published** ($n$ = 242) | | **No. of special issues per year** | **Special issue articles published** ($n$ = 57) | |
|---|---|---|---|---|---|
| | No. of articles | Percent of total articles (%) | | No. of articles | Percent contributing to total data (%) |
| 2003 | 40 | 16.53 | 0 | 0 | 0 |
| 2004 | 44 | 18.18 | 1 | 9 | 3.72 |
| 2005 | 46 | 19.01 | 2 | 20 | 8.26 |
| 2006 | 50 | 20.66 | 2 | 19 | 7.85 |
| 2007 | 62 | 25.62 | 2 | 14 | 5.79 |
| **Total** | 242 | 100 | 7 | 62 | 25.62 |

Table 1 provides a description of the sample by allowing one to see the ways in which the data set was split for descriptive purposes. For this reason the data was categorised into: year of publication and whether or not the journal had an inclusion of special issues. As can be seen in the table, the total number of abstracts included in the study was 242 (*n*=242).

The data set was made up of 40 articles from 2003 (16.53%), 44 articles from 2004 (18.18%), 46 articles from 2005 (19.01%), 50 articles from 2006 (20.66%), and the largest percentage of abstracts were from 2007, with 62 (25.62%).

Within the years 2003-2007 the *JCP* published seven special issues. No special issues were published in 2003, one was published in 2004, and two special issues were published annually from 2005-2007. Combined, the seven special issues contained 62 abstracts; therefore 25.6% of the articles used in the data set can be considered 'special issue articles'.

From these frequencies a number of important trends can immediately be seen. There appears to be a steady and gradual increase in the number of articles published within the journal annually, with an average of three articles more being published each year from 2003-2006. However, the biggest increase is seen in 2007, whereby 12 more articles were published than the previous year, indicating an increase of 22 articles since 2003.

The second emergent theme is that of the increase in publication of special issues within the journal. In 2003 no special issues were published, with the introduction of a single special issue in 2004, which has then led to the consistent publication of two special issues per year from 2005-2007. Special issues are considered for publication in a journal when an area is deemed 'under researched' and in need of publication. Whilst this will further be examined in the Discussion chapter, this trend could indicate a greater need for publication in certain areas that are not being sufficiently addressed by the journal's publication.

Another related trend is the percentage of special issue articles that have contributed to the sample size. Of the abstracts analysed in the study, 62 were special issue-related. This

indicates that 25.6% of the sample was abstracts based on special interest areas. As the study is looking at the emerging trends over the past five years, it must be noted that certain areas may appear to be overrepresented within the journal within this period – due to the special issues – however, this may not be representative of the journal as a whole. With a quarter of the abstracts focused on specified areas, it is expected that the results may be skewed towards primary areas that the journal is still in need of accommodating in future volumes.

Having described the abstracts themselves it is now necessary to shift focus and briefly look at the content of the abstracts by focusing on the results obtained in relation to the research questions. The next section does this by describing the trends in publication type – in relation to the first research question.

## DESCRIPTIVE ANALYSIS OF TRENDS IN PUBLICATION TYPE

As the abstracts have now been descriptively assessed, it is necessary to look at the results yielded in answering the research questions. The first research question, regarding publication type, yielded the frequencies reported in Table 2. The table provides the frequencies and percentages of each of the identified publication types – 1) empirical, 2) methodological, 3) review and 4) theoretical. The description of these results follows the table.

**Table 2** – Publication Trends

| **Publication Type** | **Frequency** | **Percent (%)** |
|---|---|---|
| Empirical | 148 | 61.16 |
| Methodological | 22 | 9.09 |
| Review | 34 | 14.05 |
| Theoretical | 38 | 15.70 |
| **Total** | 242 | 100 |

By illustrating the frequencies and percentages, Table 2 of publication trends allows one to see the predominant ways in which the different publication types were presented in the data set. As has already been stated the complete data set comprised of 242 abstracts. From this sample, 148 abstracts (61.16%) were considered to be 'empirical' in nature, 22 abstracts (9.09%) were considered 'methodological', 34 were found to be 'reviews' (14.05%) and the final 38 abstracts were categorised as 'theoretical' in nature (15.7%).

These results indicate that there are exponentially more empirical type articles published within the journal than any other type, in fact the other categories do not cumulatively account for the same percentage as the empirical publications. Aside for this large disparity, there appears to be roughly the same amount of articles published that can be accounted for as 'review' and 'theoretical' articles. Methodological articles however yielded the lowest frequency of publication indicating that such articles are not extensively published within the journal.

## DESCRIPTIVE ANALYSIS OF METHOD TRENDS

The second research question looking at the trends in method used within the *JCP* is next assessed. Table 3 provides the frequencies and percentages yielded per method used such that they could be comparatively discussed.

**Table 3** – Method Trends

| Method Type | Frequency | Percentage (%) |
|---|---|---|
| Positivist | 130 | 53.72 |
| Interpretive | 71 | 29.33 |
| Critical Emancipatory | 41 | 16.95 |
| • *Constructionist* | *5* | *2.07* |
| • *Critical* | *21* | *8.68* |
| • *Applied Research Methods* | *15* | *6.20* |
| **Total** | 242 | 100 |

Table 3 illustrates the frequency and percentages of the methodological trends yielded from the data set (*n*=242). From the total sample, more than half the data was deemed be 'positivist' in nature, with 130 abstracts (53.72%). 71 abstracts were considered to be 'interpretive' (29.34%), with the 41 remainder of abstracts from the critical emancipatory group (16.95%). The critical emancipatory paradigm comprised of three sub-methods: 1) constructionist methods, 2) critical methods and 3) applied research methods. As has already been discussed, these three sub-methods were initially coded as three differing types of method used and were only merged into a single group for significance testing purposes. It may therefore be useful to briefly identify the descriptive trends of these sub-methods (as seen in the next section).

Whilst not unexpected, the results seen in Table 3 indicate that the positivist method occupies the far majority of the publication in the past five years. This is followed by publications in the interpretivist and then the critical emancipatory paradigm. This indicates that despite this being a community psychology journal, the bulk of articles published within this journal continues to be of a quantitative nature, followed by articles deemed qualitative, with the minority of articles described as critical emancipatory.

**Descriptive Analysis of Applied Research Method Trends**

As has already been discussed, Table 3 has provided the descriptive results of the method trends attained in the study. With regards to the 'applied research methods' noted in Table 3, four applied methods were identified and tallied. The descriptive results of these specific applied methods are now presented in Table 4.

**Table 4** – Applied Research Methods Trends

| Applied Research Method | Frequency | Percentage (%) |
|---|---|---|
| Needs Analysis | 0 | 0 |
| Participatory Action Research | 10 | 4.13 |
| Policy Research | 1 | .41 |
| Programme Evaluation | 4 | 1.65 |
| **Total** | 15 | 6.19 |

Those abstracts that were deemed to have a method described as 'applied research methods' (*n*=15 within the critical emancipatory method) were further assessed to determine how the method was practically applied. It was thus found that from a total of 15 abstracts, no abstracts utilised a needs analysis, whilst one was found to incorporate policy research (.41%), ten abstracts utilised participatory action research (4.13%) and a further four abstracts included a programme evaluation (1.65%) as seen in Table 4.

With a mere 15 abstracts, these results indicate that the publication of community psychology-specific articles is minimal within this journal. From these 15 articles is appears that the most commonly applied research method is participatory action research, with negligible publication of programme evaluation, and policy research. However, the major trend that can be seen with regards to this is that the publication of articles utilising these methods is rare.

It must herewith be noted that as the frequency of this category was so low it was not possible to do further analyses, such as significance testing, with regards to the applied research methods.

## DESCRIPTIVE ANALYSES OF TOPIC TRENDS

The next section will provide the frequency results attained from the analysis of the 16 topic categories. As with the publication type and methods research questions' frequency results,

the frequencies and percentages of each topic are provided for descriptive and comparative purposes - as seen in Table 5.

**Table 5** – Topic Trends

| **Topic Categories** | **Frequency** (n responses = 476) | **Percent of total sample (%)** |
|---|---|---|
| 1. abuse and violence | 36 | 14.88 |
| 2. child, youth and family development | 54 | 22.31 |
| 3. civic participation | 30 | 12.40 |
| 4. crime and fear of crime | 8 | 3.31 |
| 5. disasters and national emergency | 5 | 2.07 |
| 6. dynamics of social exclusion | 55 | 22.73 |
| 7. geographical area/ecological system | 33 | 13.64 |
| 8. injury, physical health and illness | 9 | 3.72 |
| 9. media use and effects | 9 | 3.72 |
| 10. mental health and mental illness | 81 | 33.47 |
| 11. psychological sense of community and social Support | 59 | 24.38 |
| 12. research, intervention execution and evaluation | 50 | 20.66 |
| 13. scale development and testing | 6 | 2.48 |
| 14. sexual outcomes and HIV/AIDS | 10 | 4.13 |
| 15. substance use and abuse | 18 | 7.44 |
| 16. trauma | 13 | 5.37 |
| **Total** | 476 | 196.71 |

Table 5 describes the topic trends found within the *JCP* between 2003 and 2007. As can specifically be seen in the table, 16 topic trends emerged from the data. The first trend, entitled '*abuse and violence*', yielded a frequency 36 abstracts (14.88%). The second trend, '*child, youth and family development and promotion*' obtained a frequency of 59 (20.66%). The third trend '*civic participation*', included 30 abstracts (12.4%), whilst trend four, '*crime and fear of crime*', had a frequency of eight (3.31%). Trend five, '*disasters and national*

*emergency*' yielded a frequency of five (2.07%), with trend six '*dynamics of social exclusion*' generating a frequency of 55 (22.73%). Trend seven was the '*geographical area/ecological system*' trend which obtained a frequency of 33 (13.64%). The eight and ninth trends were '*injury, physical health and illness'* and '*media use and effects*' each yielding a frequency of nine (3.72%). The largest topic group attained was trend ten '*mental health and mental illness*' which included 81 abstracts (33.47%). '*Psychological sense of community and social support*' was the eleventh trend with a frequency of 59 (24.38%). '*Research, intervention execution and evaluation*' was trend twelve with 50 abstracts (20.66%). The thirteenth and fourteenth trends yielded smaller frequencies with '*scale development and testing*' yielding six abstracts (2.48%) and '*sexual outcomes and HIV/AIDS*' attaining ten (4.13%) respectively. The fifteenth trend '*substance use and abuse*' included 18 abstracts (7.44%) with the final trend '*trauma*' only yielding a frequency of 13 (5.37%).

From this it can be seen that the biggest trend by far and the most represented topic is the *mental health and mental illness* topic which accumulated approximately a third of the abstracts. With almost ten percent between them, this was followed by the *psychological sense of community and social support* topic, which was closely succeeded by the *dynamics of social exclusion* topic. This was followed by the *child, youth and family development* topic and then the *research, intervention execution and evaluation* topic, all of which were separated by only two percent. Another big gap is then seen with six percent separating the next topic: *abuse and violence,* followed by *geographical area/ecological system* and then *civic participation,* all of which are within a two percent range of each other. This is followed by another gap with five percent until the next topic *substance use and abuse* is accounted for. From here the following topics emerge in order of frequency: *trauma; sexual outcomes and HIV/AIDS; media use and effects; injury, physical health and illness; crime and fear of crime; scale development and testing;* and then *disasters and national emergency* – all of

which occur within a five percent range, with less than a percent separating each. This further indicates that there is a large disparity between the biggest trend (*mental health and mental illness)* and the smallest trend (*disasters and national emergency)* from which a thirty percent differential can be seen.

As was discussed in the Methods chapter, due to the relatively small sample size it was necessary to collapse a number of topic categories such that significance testing could take place. As such, from the 16 emergent topic trends, ten topics which were deemed to be similar were merged into larger categories. The new topic categories included *crime, violence and safety; ecological systems; research, intervention execution and evaluation,* and *mental and physical health, illness and injury*. For clarity, the frequencies and percentages of the newly combined categories are seen in Table 6 below. The topics that were combined to form the new categories have also been provided.

**Table 6** – Merged Category Topic Trends

| **Topic Categories** | **Frequency** (*n* responses = 237) | **Percent of total sample** (*%*) |
|---|---|---|
| crime, violence and safety | 52 | 21.49 |
| • *abuse and violence* | *36* | *14.88* |
| • *crime and fear of crime* | *8* | *3.31* |
| • *disasters and national emergency* | *5* | *2.07* |
| • *trauma* | *13* | *5.37* |
| ecological systems | 42 | 17.36 |
| • *geographical area/ecological system* | *33* | *13.64* |
| • *media use and effects* | *9* | *3.72* |
| mental and physical health, illness and injury | 87 | 35.95 |
| • *injury, physical health and illness* | *9* | *3.72* |
| • *mental health and mental illness* | *81* | *33.47* |
| research, intervention execution and evaluation | 56 | 23.14 |
| • *research, intervention execution & evaluation* | *50* | *20.66* |
| • *scale development and testing* | *6* | *2.48* |
| **Total** | 237 | 97.94 |

Once combined, these categories yielded the following frequencies (as seen in Table 6): The first new category *crime, violence and safety* combined the 'abuse and violence'; 'crime and fear of crime'; 'disasters and national emergency' and 'trauma' trends. This category trend yielded a frequency of 52 (21.49%). The second collapsed trend category, *ecological systems* merged the trends 'geographical area/ecological system' and 'media use and effects' to yield a frequency of 42 (17.36%). The third merged category *intervention execution and evaluation* involved the collapse of the original 'research, intervention execution and evaluation' trend and the 'scale development and testing' trend. This lead to the attainment of a frequency of 56 (23.14%) for the newly formed *research, intervention execution and evaluation* trend. The final merged category combined the 'mental health and mental illness' trend and the 'injury, physical health and illness' trends. This resulted in the formation of the *mental and physical health, illness & injury* trend which yielded a frequency of 87 (35.95%).

In comparing Table 5 and Table 6, from the merged topic categories it can be seen that the mental health topic category remains the most represented, occupying over 30% of the data. Once again, a large disparity is seen with approximately ten percent between this and the second category which is the '*psychological sense of community & social support*' topic category. Within a five percent range, only a single percent then differentiates between this category and the following categories: *'research, intervention execution & evaluation'*; '*dynamics of social exclusion'*; '*child, youth and family development'*; and '*crime, violence and safety'*. Five percent then separated these categories from *'ecological systems'*, with a further five percent separating '*civic participation'* and the '*substance use and abuse'* and '*sexual outcomes and HIV/AIDS'* topics. With the merge *'research, intervention execution and evaluation'* occupies the third highest percentage, with the '*substance use and abuse'* and '*sexual outcomes & HIV/AIDS*' categories moving into the lowest place.

Whilst it was discussed in the Methods chapter, at this point it must again be noted that the topic categories are multiple response categories. This denotes that multiple topics can be allocated per abstract. As such, with regards to the merging of topic categories, it is necessary to indicate that sub-topics may each have accounted for the same abstract and therefore when merged it was only necessary that an abstract be accounted for once. Therefore, it is not necessarily the case that the tallying of the sub-topic frequencies will result in the same frequency as the merged group frequency.

## Population Group Frequencies

As can be seen in relation to the third research question, the study also aimed to find the trend in the populations used in the *JCP* publications. The population groups, or predominant population samples, used within the abstracts were therefore also assessed. For descriptive and comparative purposes the samples were split along three categorical lines: gender, age and ethnicity/religious affiliation. Tables 7, 8 and 9 illustrate the predominant trends yielded with regards to the populations used within articles published in the *JCP*.

### *Results for Population Group: Gender*

Table 7 compares the occurrence of all female, all male, and mixed gender populations, and further differentiates those abstracts that did not work with a human sample and are therefore considered not applicable for this distinction. This table provides this comparison by assessing the frequency and percentages that were yielded for each group.

**Table 7** – Population group: Gender

| Gender Group | Frequency | Percent (%) |
|---|---|---|
| Mixed Gender | 131 | 54.13 |
| Female | 29 | 11.98 |
| Male | 5 | 2.07 |
| N/A | 77 | 31.82 |
| **Total** | 242 | 100 |

With regards to gender, from the results presented it can be seen that the vast majority of abstracts in the data indicated the use of a sample of mixed gender (54.13%) – with a frequency of 131. The use an all-female sample attained a frequency of 29 (11.98), which was surprisingly higher than the all-male sample which were found to only yield a frequency of five (2.07%). Articles that were deemed 'not applicable' (N/A) yielded a frequency of 77 (31.82%). These abstracts indicated the use of a data or non-human sample; as such, gender was not a considered variable and was not measurable in terms of this comparison and is therefore described as not applicable herein.

From these frequencies the major trend than can be noted is that the vast majority of articles did not specify the sample along gender lines, and in the instances that the sample was split as such, there was a tendency to use all-female samples as opposed to all-male samples. This could indicate that there is a move away from conceptualising gender as anything more than a descriptive variable, and as such there is no need to attain a single gender sample.

The high use of the 'not applicable' sample is also noteworthy. This indicates that approximately a third of the articles within this journal elected to use a sample comprising of data or non-human samples as opposed to a human sample.

*Results for Population Group: Age*

The next population variable that was considered for comparison is that of population age as seen in Table 8. Table 8 categorises population age into an all children group, an all adolescent group and an adults only group. 77 abstracts indicated the use of a non-human sample and this too is categorised in Table 8 as a 'not applicable' category in which age is not a measurable variable. This table compares the occurrence of each category within the data set by comparing the frequencies and percentages of each group.

**Table 8** – Population Group: Age

| Age Group | Frequency | Percent (%) |
|---|---|---|
| Adults Only | 85 | 35.12 |
| Adolescents Only | 37 | 15.29 |
| Mixed Age Group | 28 | 11.57 |
| Children Only | 15 | 6.20 |
| N/A | 77 | 31.82 |
| **Total** | 242 | 100 |

When looking at the age of the samples utilised within the journal, it can be seen that the majority of abstracts indicated the use of an adult sample – which attained a frequency of 85 (35.12%). Articles with an all adolescent sample occupied 15.29 % of the current data with a frequency of 37. The mixed age group, which was indicated by samples of undifferentiated ages yielded a frequency of 28 (11.57%), followed by the smallest age group which was that of a children sample which attained a frequency of 15 (6.2%). Abstracts utilising a non-human sample, therefore not utilising age as a variable, yielded a frequency of 77 (31.82%).

These results demonstrate that age is not a considerable descriptive variable in publication with some variability in the results. Despite this, the majority of abstracts were found to have elected the use of an adult sample over any of the other outlined categories.

The frequency attained for the adolescent group is relatively high, however it must be noted that an entire special addition of the journal was dedicated to articles relating to youth and adolescent development which is thought to have given a slightly more elevated result than may be customary for this journal. The smallest percentage of articles within the journal used a solely children sample.

*Results for Population Group: Ethnicity/Religious Affiliation*

The final population group that was identified for description within the study is that of ethnicity/religious affiliation - as seen in Table 9. Whilst not all abstracts identified the ethnicity or the religious affiliation of the participants, the current study deemed it necessary to identify those groups of people that were specifically mentioned within the abstracts for descriptive purposes.

**Table 9** – Population Group: Ethnicity

| Ethnic/Religious Group | Frequency | Percent (%) |
|---|---|---|
| Mixed | 90 | 37.19 |
| Unspecified | 29 | 11.98 |
| American Minority Group | 24 | 9.93 |
| Jewish/Arab | 7 | 2.89 |
| Latino | 6 | 2.49 |
| Chinese | 3 | 1.24 |
| Hindu | 1 | .41 |
| Belgian | 1 | .41 |
| Navajo | 1 | .41 |
| Aborigine | 1 | .41 |
| South African | 1 | .41 |
| Russian | 1 | .41 |
| N/A | 77 | 31.82 |
| **Total** | 242 | 100 |

The final population trend elicited was the ethnicity or religious affiliation of the samples. From the results seen in Table 9, the majority of abstracts indicated that a mixed sample was used. Therefore 90 abstracts (37.19%) indicated that the sample was not separated on ethnic, racial or religious grounds and rather opted for a random and mixed group. This was followed by the 'not applicable' group, which identified having used studies employing a non-human sample or no sample, which attained a frequency of 77 (31.82%). 24 abstracts (9.92%) indicated that the sample was considered to be an American minority group (this is defined in Chapter 3). Further to this, seven studies were conducted on Jewish/Arab samples (2.89%), 6 studies on a Latino sample (2.48%) and only 3 on a Chinese sample (1.24%). A frequency of one (.41%) was obtained for Russian, Hindu, Belgian, Navajo, Aborigine and 'Black South African' samples used within studies. The remaining 29 abstracts did not specify the grouping of its sample (11.98%).

These results indicate that the majority of studies within the data set did not separate their sample based on religious affiliation or on the ethnicity of the participants. This was merely done in instances when a study was conducted in a particular non-American country or when a particular marginalised group was being used as the sample for specified reasons. The American minority group yielded the highest frequency. This indicates that a significant number of articles published within the journal, in the allocated five year period, utilised samples from the American population that could be deemed minority groups as opposed to such groups within other countries.

## SOUTH AFRICAN TREND FREQUENCIES

The final research question looks to assess the representation of South African studies and authorship within the *JCP*. Table 10 provides the frequency and percentages such that this can be done.

**Table 10** – South African trends

| | **Author** | | **Study** | |
|---|---|---|---|---|
| | South African Author | Non-South African Author | South African Study | Non-South African Study |
| **Frequency** | 3 | 239 | 4 | 238 |
| **Percent (%)** | 1.24 | 98.76 | 1.65 | 98.35 |

Table 10 illustrates the trends attained relating to South African publication within the *JCP*. From the table it can be seen that the substantial majority of articles are published overseas, with the majority of authors being non-South African. The results yielded indicated that over the period 2003-2007 a mere three articles were published by South African authors (1.24%), with a total of four articles considered to be South African (1.65%).

These results establish a trend which shows that South African articles are very minimally published within this journal. This trend overwhelmingly indicates that the majority of articles are published by non-South African authors. This trend is further collaborated by the trend which sees that very few articles are published on a South African sample or within a South African context which will further be explored in the Discussion chapter.

All of the frequency results that have thus far been presented have been sufficient in answering the research questions. However, by including a number of additional exploratory significance tests added results could be attained that would allow for more detailed discussion. The results of these exploratory analyses will now be illustrated.

## ADDITIONAL EXPLORATORY CHI-SQUARED ANALYSES

Once the frequencies had been ascertained certain variables were cross-tabulated with each other so as to determine the significant relationships using a Pearson's Chi-Squared test. The

results that will be discussed herewith will merely pertain to the significant relationships found, however tables providing the complete results can be found in the Appendices section.

The three main cross-tabulations that were run were for journal year, publication type and method. This was to establish if significant trends were seen between these three variables and the particular topics being published, as well as between each other. Cross tabulations could not occur with the applied research methods and South African articles as these did not produce high enough frequencies to yield statistically significant results.

**Chi-Square Analysis of: Journal Year by Method**

Table 11 represents the significant Chi-Square result of the analysis between journal year and method used. A full discussion of this result follows the table.

**Table 11** – Chi-Square Analysis of: Journal Year by Method

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 8 | 20.8465 | 0.0076 |

With regards to publication method and year, the result attained was $\chi^2_8 = 20.85$ ($p$=0.008). Within this analysis it can be seen that there is an exponential increase in the number of positivist articles published in 2007. Whilst there appeared to be a rapid decline in the frequency of positivist articles between 2003-2005, in 2006 there was a sudden increase in publication, with 2007 highlighting the highest frequency of this type of method within the five year period. A reverse trend was seen with the interpretivist methodology whereby there was a gradual increase in publication between 2003-2005, with a decrease in 2006 and 2007. There was a more stable increase in publication with the critical emancipatory approach from 2003-2006; however this method also saw a decrease in 2007, with a frequency of seven. One

of the most significant relationships seen in this analysis is the significantly high use of positivist methods in 2007.

**Chi-Square Analyses of: Journal Year by Topic**

When running the Chi-Squared analyses against the differing topics, four significant results were yielded. The results indicated that there was a significant relationship found between the year in which the journal was published and the following topics: *child, youth and family development*; *crime, violence and safety*; *ecological systems*; and *dynamics of social exclusion*. Each of these will now be further discussed.

*Chi-Square Analysis: Journal Year by 'Child, Youth and Family Development' Topic*

The result seen in Table 12 represents the significant Chi-Square analysis between journal year and the *child, youth and family development* topic category. A full discussion of this result follows the table.

**Table 12** – Chi-Square Analysis of: Journal Year by 'Child, Youth and Family Development'

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 4 | 21.6644 | 0.0002 |

In the Chi-Squared analysis between journal year and topic group, *child, youth and family development,* it was found that $\chi^2_4 = 21.66$ ($p$=0.0002). Within this analysis it was found that there was a significant peak in this topic in 2005 and 2006, with nearly double the publication rate as compared to previous year. In 2007 the publication frequency stabilised to a similar level to that of previous years. Therefore it can be said that a significant association is seen between the year 2006 and the publication of articles characterised as *child, youth and family development*, with an extremely low association seen between this topic and the year 2004.

*Chi-Square Analysis: Journal Year by 'Crime, Violence and Safety' Topic*

Table 13 represents the significant Chi-Square result of the analysis between journal year and the *crime, violence and safety* topic category. A full discussion of this result follows the table.

**Table 13** – Chi-Square Analysis of: Journal Year by 'Crime, Violence and Safety'

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 4 | 16.3572 | 0.0026 |

With regards to the *crime, violence and safety* topic the following Chi-Squared result was yielded: $\chi^2_{4=}$ 16.36 ($p$=0.002). It was found out that there was a significant drop in publication of this topic within 2006; however this then led to a significant peak in the topic in 2007. Within the years the 2003-2005 there was an average of nine articles on this topic published. This was followed by a substantial dip in publication in 2006 whereby only two articles were published. Following this in 2007 there was an exponential increase in the publication of articles of this nature with 22 articles being published – which is double the number of articles published within the earlier part of the five years of this study. This trend indicates that the increase in publication of this topic is one that is significant and should be duly noted as such with the majority of *crime, violence and safety* articles significantly associated with publication in 2007.

*Chi-Square Analysis: Journal Year by 'Dynamics of Social Exclusion' Topic*

Table 14 represents the significant Chi-Square result of the analysis between journal year and the *dynamics of social exclusion* topic category. A full discussion of this result follows the table.

**Table 14** – Chi-Square Analysis of: Journal Year by 'Dynamics of Social Exclusion'

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 4 | 12.9456 | 0.0115 |

The third significant relationship yielded between year and article topic was with the topic of *dynamics of social exclusion*. The result yielded was $\chi^2_4 = 12.95$ ($p$=0.01). The results from this analysis indicates that there were only seven articles of this topic published in 2003 and 2004, however this jumped exponentially to 17 publications in 2005. Since then however there has been a decline in the publication of this article topic with 16 articles recorded in 2006 and half of that in 2007 – eight articles – signalling a possible decrease in interest of this topic in this journal. Within the results yielded for this analysis the most significant result that can be seen is that in 2007 there appears to be the highest association with the non-publication of such articles – the highest seen within the five year period.

*Chi-Square Analysis: Journal Year by 'Ecological Systems' Topic*

Table 15 represents the significant Chi-Square result of the analysis between journal year and the *ecological systems* topic category. A full discussion of this result follows the table.

**Table 15** – Chi-Square Analysis of: Journal Year by 'Ecological Systems'

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 4 | 10.9336 | 0.0273 |

The result obtained for the topic group *ecological systems* indicated that there was a Chi-Squared relation of $\chi^2_4 = 10.93$ ($p$=0.03). Only two articles relating to this topic were published in 2003, with an increased ten articles published in 2004. Following this, there was a dip in the publication of such articles in 2005 with a mere five articles being published. However since then there has been a gradual increase in the number of articles published with

a peak seen in 2007 whereby 17 articles were published – the highest frequency seen within the five year period. From these results there appears to be a significantly steady increase in the publication of this topic since 2005. The highest and most significant association appears to be between the publication of these articles and the year 2007 with the lowest association seen in the year 2003.

**Chi-Square Analysis of: Publication Type by Method**

Table 16 provides the significant Chi-Square result that was yielded in the analysis of the publication type by research method used. A more in-depth explanation of this result is found subsequent to the table.

**Table 16** – Chi-Square Analysis of: Publication Type by Method

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 6 | 82.6208 | <.0001 |

With regards to the analysis completed between publication type and method, the result attained was $\chi^2_6 = 82.62$ ($p<.0001$). This result indicates that the predominant method employed by empirical articles is positivist, followed by interpretive and then lastly critical emancipatory. This differs to the methodological publication type which appears to predominantly use interpretive methods, followed by a critical emancipatory and then lastly positivist methods – however it must be noted that not much difference is seen between the critical emancipatory and positivist methods. As such, it was found that the empirical studies within the *JCP* predominantly utilised positivist methods; whilst articles that focused on methodological issues tended to use more interpretive and critical emancipatory methods. With regards to review articles there appears to be a relatively even use of the differing methods and with theoretical articles it can be seen that the majority of articles use either

interpretive or critical emancipatory methods, with the minority of review articles employing positivist methods. The most significant association seen in this analysis is that between the empirical publication and the use of a positivist method.

**Chi-Square Analyses of: Publication Type by Topic**

Two significant relationships were found in relation to publication type and topic. These associations were to the *mental and physical health, illness and injury* and *research, intervention execution and evaluation* topics.

*Chi-Square Analysis: Publication Type by 'Mental and Physical Health, Illness and Injury' Topic*

Table 17 provides the results of the significant Chi-Square analysis yielded between publication type and the *mental and physical health, illness and injury* topic. A more substantiated description of this result is found after the table.

**Table 17** – Chi Square Analysis of: Publication Type by 'Mental and Physical Health, Illness and Injury' Topic

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 3 | 21.5885 | <.0001 |

The first significant publication type relationship attained was with the topic *mental and physical health, illness and injury* which yielded a result of $\chi^2_3 = 21.59$ ($p<.0001$). From the result it can be seen that the empirical group attained a far greater frequency that the other publication types. Out of the 81 articles published from this topic, 65 (80.25%) of these articles were empirical in nature. This is significantly higher than the other groups which yielded frequencies ranging from three to six. Within this analysis the most significant association is seen between this topic and the empirical publication – indicating that the

predominant use of publication for articles that can be deemed to have a *mental and physical health, illness and injury* topic is empirical in nature. A second significant association seen is that between the empirical publication type and articles that are non-mental/physical health related.

*Chi-Square Analysis: Publication Type by 'Research, Intervention Execution and Evaluation' Topic*

Table 18 provides the results of the significant Chi-Square analysis yielded between publication type and the *research, intervention execution and evaluation* topic. A more substantiated description of this result is found after the table.

**Table 18** – Chi-Square Analysis of: Publication Type by 'Research, Intervention Execution and Evaluation' Topic

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 3 | 27.4890 | <.0001 |

The second significant relationship with publication type was found in relation to the *intervention execution and evaluation* topic, which yielded a result of $\chi^2_3 = 27.49$ ($p<.0001$). From the analysis of this relationship it can be seen that despite the empirical group attaining the highest frequency (17) there seems to be a relatively even spread amongst the other types of publication, with the lowest group being methodological (9). The association seen between the publication of non-intervention articles and the empirical publication type yielded a largely significant result.

**Chi-Square Analyses of: Method by Topic**

In the Chi-Squared analyses between method used and topic, four significant results were yielded. It was found that the method used was significantly related to the following topics: '*Child, youth and family development'; 'civic participation'; 'psychological sense of community and social support';* and '*substance use and abuse'.* These significant results are further assessed as follows.

*Chi-Square Analysis: Method by 'Child, Youth and Family Development' Topic*

Table 19 provides the results of the significant Chi-Square analysis yielded between method used and the *child, youth and family development* topic. Following table 20 is a more detailed account of this result.

**Table 19** – Chi-Square Analysis of: Method by 'Child, Youth and Family Development' Topic

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 2 | 10.4169 | 0.0055 |

A significant relationship was attained between the topic, *child, youth and family development* and method used. The result attained from the analysis was $\chi^2_2 = 10.42$ (p=.006). From the analysis it can be seen that despite a high frequency of articles of a positivist and interpretive nature, much lower numbers of articles utilising a critical emancipatory method are seen. The significant association seen in this analysis is between the use of the positivist method in non-youth and family development articles.

*Chi-Square Analysis: Method by 'Civic Participation' Topic*

Table 20 provides the results of the significant Chi-Square analysis yielded between method used and the *civic participation* topic. Following the tabulated results is a more inclusive detailing of the result.

**Table 20** – Chi-Square Analysis of: Method by 'Civic Participation' Topic

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 2 | 6.3429 | 0.0419 |

A similar trend is seen with the topic category *civic participation*. A seemingly large number of this article topic was published using positivist methods, with approximately half of that using an interpretive method, with a further half of that found to be using critical emancipatory methods. Due to these fluctuations it can be seen that the result $\chi^2_2 = 6.34$ ($p$=0.04) was attained. Once again it can be seen that non-civic participation articles predominantly use an empirical method.

*Chi-Square Analysis: Method by 'Psychological Sense of Community and Social Support' Topic*

Table 21 provides the results of the significant Chi-Square analysis yielded between the method used and the *psychological sense of community and social support* topic. This is followed by a thorough explanation of the result.

**Table 21** – Chi-Square Analysis of: Method by 'Psychological Sense of Community and Social Support' Topic

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 2 | 6.4471 | 0.0398 |

With regards to the topic *psychological sense of community and social support* a result of $\chi^2_2 = 6.45$ ($p$=0.04) was obtained. The result for this analysis mirrored the previous two, indicating the same association as before with positivist methods being the most commonly utilised. For those articles deemed to not be categorised as this topic, there appears to be a significant association with the positivist method.

*Chi-Square Analysis: Method by 'Substance Use and Abuse' Topic*

Table 22 provides the results of the significant Chi-Square analysis yielded between method used and the *substance use and abuse* topic, which is explored in more detail following the table.

**Table 22** – Chi-Square Analysis of: Method by 'Substance Use and Abuse' Topic

| Statistic | df | Value | Probability |
|---|---|---|---|
| Chi-Square | 2 | 5.72567 | 0.0571 |

The final topic category which yielded a significant result was that of *substance use and abuse*. The result attained here was $\chi^2_2 = 5.73$ (p=0.057). Once again this association indicates that positivist methods are highly utilised. A significant association is seen between non-substance-related articles and positivist methods. It must be noted that none of these articles employed (any of) the critical emancipatory methods.

**SOUTH AFRICAN TRENDS**

Due to the significantly low number of South African-related articles published within the *JCP* over the past five years, it was not possible to obtain accurate and statistically correct results from tests of association. However it may be necessary to briefly outline some of the qualitative conclusions that can be made from the findings – specifically related to the South

African articles. As has already been reported, from the data it emerged that only four articles could be accounted for as South African, with only three of those articles written by South African authors. The qualitative analysis of these findings are further explored as follows.

**Analysis of: South African Study by Publication**

From the four South African articles yielded, two of the articles were considered to be review articles, with a single article considered empirical and a single article considered theoretical. None of the South African articles were deemed to be descriptive in nature.

**Analysis of: South African Study by Method**

The predominant method employed within the four articles was critical emancipatory with three articles falling within this method. From these three articles two articles were conceived as having employed a critical method, and a single article was coded as having an applied research method – which was the use of participatory action research. The final South African article that is yet to be accounted for employed an interpretive method, indicating that no South African articles utilised a positivist methodology.

**Analysis of: South African Study by Topic**

Despite there only being four articles characterised as South African, it emerged that there were a number of topic areas that were covered. The results indicate that from the four articles, three of the articles can be considered to have an *intervention execution and evaluation* topic. With only one article falling into each of the following topic categories: *civic participation*; *mental health and mental illness*; *medical/physical illness and injury, well-being and health*; *psychological sense of community and social support*; and *sexual outcomes and HIV/AIDS*. As can be noted from this, it can be said that from the four articles

none of the South African articles focused on the *abuse and violence; crime and fear of crime*; *child, youth and family development*; *disasters and national emergency*; *dynamics of social exclusion*; *geographical area/ecological system*; *media use and effects*; *scale development and testing*; *substance use and abuse* and *trauma*. The repercussions of this will all be commented on further in the Discussion section.

## CONCLUSION

This chapter has provided a comprehensive and in-depth account of all the significant results yielded. The chapter firstly provided descriptive analyses so that the data set could be extensively defined and discussed. Following this, the descriptive frequencies relating to the research questions were provided. Finally, additional exploratory analyses that were employed in the study were also discussed and illustrated. A number of interesting findings have arisen from the results of this study and these will be thoroughly and critically examined in the Discussion chapter. However, before this is done, a detailed summation of the results is tabulated and presented in Table 23.

**Table 23** – Summary of Results

**Number of articles Published Per Year:**

| Year | Frequency | Number of Special Issues |
|---|---|---|
| 2003 | 40 (16.53%) | 0 |
| 2004 | 44 (18.18%) | 1 |
| 2005 | 46 (19.01%) | 2 |
| 2006 | 50 (20.66%) | 2 |
| 2007 | 62 (25.66%) | 2 |

**Predominant gender group of populations within abstracts:**

Mixed Gender: $n$ = 131 (54.13%)

**Predominant age group of populations within abstracts:**

Adults: $n$ = 85 (35.12%)

**Predominant ethnicity/religious affiliation of populations within abstracts:**

Mixed ethnicity/religious affiliation: $n$ = 90 (37.19%)

**Research question 1: Predominant publication type within the *JCP*:**

Empirical: $n$ = 148 (61.16%)

**Research question 2: Predominant method used within the *JCP*:**

Positivist: $n$ = 130 (53.72%)

**Research question 3: Predominant topics published within the *JCP*:**

1. Mental health and mental illness: $n$ = 81 (33.47%)
2. Psychological sense of community and social support: $n$ = 59 (24.38%)
3. Dynamics of social exclusion: $n$ = 55 (22.73%)
4. Child, youth and family development: $n$ = 54 (22.31%)
5. Research, intervention execution and evaluation: $n$ = 50 (20.66%)

**Research question 4: Predominant South African trends within the *JCP*:**

Non-South African authors: $n$ = 239 (98.76%)

Non-South African studies: $n$ = 238 (98.35%)

**Significant Chi-square analyses:**

Journal Year by Method: $\chi^2_8 = 20.85$ ($p = 0.08$)

Journal Year by Child, Youth and Family Development: $\chi^2_4 = 21.66$ ($p = 0.0002$)

Journal Year by Crime, Violence and Safety: $\chi^2_4 = 16.36$ ($p = 0.002$)

Journal Year by Dynamics of Social Exclusion: $\chi^2_4 = 12.95$ ($p = 0.01$)

Journal Year by Ecological Systems: $\chi^2_4 = 10.93$ ($p = 0.003$)

Publication Type by Method: $\chi^2_6 = 82.62$ ($p < .0001$)

Publication Type by Mental and Physical Illness and Injury: $\chi^2_3 = 21.59$ ($p < .0001$)

Publication Type by Research, Intervention Execution and Evaluation: $\chi^2_3 = 27.49$ ($p < .0001$)

Method by Child, Youth and Family Development: $\chi^2_2 = 10.42$ ($p = 0.006$)

Method by Civic Participation: $\chi^2_2 = 6.34$ ($p = 0.04$)

Method by Psychological Sense of Community and Social Support: $\chi^2_2 = 6.45$ ($p = 0.04$)

Method by Substance Use and Abuse: $\chi^2_2 = 5.73$ ($p = 0.057$)

# CHAPTER 5: DISCUSSION

## INTRODUCTION

This chapter will provide a comprehensive discussion of the findings of the study. Based on the results obtained from the qualitative and quantitative analyses, the chapter will provide an argument and explanation for the significant results that have been obtained and reported within the current study. By providing a critical analysis of the results, the trends found within the *JCP* will be used to provide some understanding of the current status of community psychology internationally and within the South African context. Each of the trends found within the study have related to the answering of one of the study's research questions, as such this chapter will provide an analysis of the consequences and implications of the answers that have been obtained.

## DATA SAMPLE DESCRIPTION

As one of two of the main community psychology peer-review publications, the *JCP* was selected as the most appropriate journal for the current study as it was thought that this journal would be the most incorporative journal in terms of representing the greater international field of community psychology. As has been shown in the Results section however, this is not the case and the journal can in fact be seen as primarily servicing the needs of community psychology within the US context.

In relation to the data sample of abstracts used within the study, a number of emergent trends were found. It was seen that there has been a gradual increase in the number of articles published within the journal annually. An additional 20 articles have been included in the publication if one is to assess the last year of the study as opposed to the first year. It could be argued that this means there is extra submission of articles into the journal as the journal has increased by 10% in terms of publication inclusion. It could further be argued that the journal

is well-subscribed and is hence responding to the needs of its readers, as such this increase could relate to the increased interest in those that subscribe to the journal. The 10% expanse in journal publication that has been seen could further be indicative of scope within the journal for additional publication. This is significant as it could signify that the journal publishers are willing to publish more articles. However, the question that one needs to consider is whether or not these additional articles will relate to areas in need of promotion or areas that are already favoured by the journal – such a mental health. It must once again be noted that this journal is one of the few primary journals in the field, indicating that the *JCP* is a journal with far reaching consequences. As there are so few other community psychology journals the *JCP* can be seen as a primary publication resource within the field of community psychology.

The second trend that was seen in relation to the sample is the increased publication of special issues within the journal. Again this trend indicated a significant shift over the five year period with the consistent publication of two annual special issues in the last three years. Special issues are issues within a journal that are dedicated to particular topics, hence all the articles within that issue will cohere around that topic. Special issues are generally considered for inclusion in a journal when a specific area is not adequately accounted for within the journal and coverage of the area is requested by readers or subscribers. Under this assumption it could therefore be said that the increase in the inclusion of special issues with the journal is potentially a response to the journals disregard of certain areas. As was alluded to in the results section, this trend could indicate a greater need for publication in particular areas that are deemed to be insufficiently addressed by the journal's publication.

Loo et al. (1988) found a similar trend within the *JCP*. This trend analysis study used a longer time period than the current study (20 years) and within this period it was found that studies relating to certain minority groups were marginally documented, however a sudden

increase in such publication was seen in a period that boasted three special issues. These authors (Loo et al., 1988) too indicted that such a drastic inclusion can be seen as providing for an area in need of attention. However, this study further indicates that this could be seen as "some form of 'outreach'" (Loo et al., 1988, p. 341). Therefore it could be assumed that such instantaneous coverage of previously discounted areas is a 'quick fix' for the publication whereby they cannot be criticised as they have covered the area in a special issue; however it does not indicate that there are any long term goals to resolve such isolation of certain areas within the publication.

The final trend seen in relation to the sample used was that over the allocated five year period, due to the increase in special issues, there was also the seemingly obvious increase in the publication of special issue articles. It was found that there was a substantial increase in the publication of these articles leading to a quarter of the sample being dedicated to these types of article. With this is mind it must be noted that certain areas within the current study may seem overrepresented within the journal when in fact it could be due to the inclusion of a special issue of a particular topic. Hence a topic may not be represented within the five years prior to the study's range, or even within a greater period, but is represented herein. The increased inclusion of special issues and special issue articles within the *JCP* indicates that the journal is in need of accommodating certain areas in future volumes. And whilst this inclusion allows for those areas to be momentarily considered, it is necessary for the journal to then continue publication of these areas. This is apparently something that the readers of the journal are bidding for (hence the special issue) indicating that the journal could possibly even be focusing too much attention on areas no longer considered pertinent. It is simply not sufficient that an area is 'awarded' a special issue and in future volumes the area is once again neglected. Once the special issue has been included the journal should

create space for similar articles to be published in the future, such that this is used as an opportunity for the *JCP* to widen and diversify the content within its publication.

**PUBLICATION TYPE TRENDS**

Moving to the first research question it is necessary to discuss the trends found in relation to publication type. The current study has thus far indicated that there are four ways in which a publication within a journal can be characterised: empirical, theoretical, methodological or review. The results indicated that empirical studies were overwhelmingly the journal's most published type of article – occupying over half of the sample with approximately 61%. Whilst no significant relationship was found between the year of the journal and the type of publication, it can be seen that the occurrence of empirical studies has remained fairly stable within the five year period; however 2007 indicated the highest frequency of this type of article. This trend appears to be a stable one as this too was found by Loo et al. (1988) who conducted their trend analysis study of the *JCP* between the years 1965-1985. In this study it also found that empirical studies were exponentially overrepresented within the journal with 74% of the articles assessed found to be empirical. In a South African in the *SAJP* the same trend was found whereby it was seen that 71% of articles were empirical in nature (Seedat, 1990).

In looking at community psychology in the South African context, Yen (2008) indicates that the aims of community psychology publication have changed, particularly within South Africa. He contends that there has been a move away from purely intervention-driven publication to the contemporary South African community psychology aiming more to emphasise the use of research such that the relationship between research and action can be seemingly strengthened (Yen, 2008). Despite the current study being conducted on an US journal this trend is too seen within the current study. Whilst the review of interventions and

the promotion of theory are both presented in the journal, they are minimally published in comparison to the publication of research studies done. As Yen (2008) argues, this trend indicates that studies being conducted within the field are on the increase which is necessary for the promotion of action and hence the development of community psychology.

However, this too must be critiqued in that community psychology should continue to be critical of the greater paradigms from which it is being practiced as it is possible that the promotion of research and studies is yet another way in which certain values are being promoted. Dalton et al. (2001) collaborates on this point in that it is claimed that empirical grounding should be considered a fundamental value of community psychology; however it must not be understood solely in relation to positivist ideals and methods as research should be seen as shaped by perceptions and values of those conducting the research.

The next section, looking at methods used to conduct the studies within the sample will provide additional insight into this argument, as it can be said that the increased publication of empirical studies is positive for the field of community psychology; however, the method used within these studies will allow for the predominant paradigms within which these studies are immersed to be made aware. Therefore it will be possible to see which epistemological and ontological views of the world are being promoted and which are not.

## METHOD TRENDS

With regards to the second research question, methodological trends found within the journal indicated that positivist or quantitative methods were the most primarily used methods within the *JCP*. Further to this the significance testing indicated that the aforesaid method was significantly on the increase with the publication.

Community psychology as a field views communities as being located within a context. Therefore one would expect the increased use of methods that consider such

thinking; however this is not the case. The predominant method used within the journal is one whereby quantifiable answers can be attained. Speer et al. (1992) claim that community psychology publication should be represented by an increase in mixed-method approaches. This would allow for a conversion into more qualitative methods whereby the complexity of research within community settings could be accounted for (Martin et al., 2004). Within the current study mixed-method studies were coded as having used an interpretive (qualitative) method. Despite this however there does not appear to be an increase in the usage of this method indicating that the journal still predominantly relies on the use of experimental methods.

As was discussed in the literature review, the positivist paradigm purports that the world contains absolute truths and is observable and as such measurable (Swart & Bowman, 2007). Furthermore, based on this understanding, this method ontologically infers that all knowledge is objective and can be generalised with some certainty; hence, this objective knowledge is quantifiably measurable (Swart & Bowman, 2007). Psychology as a discipline has always been critiqued due to its inability to provide scientific proof for many of its theoretical underpinnings, its methods and practices. As a result, psychology as a discipline has historically always striven to be seen as an objective natural science that involves the study of universal processes (Mkhize, 2004). However these ideals are not applicable in a community psychology which preaches that diversity and cultural relativism are pertinent and should be acknowledged as such (Lazarus, 2007). It is not possible to quantify diversity and acknowledge it at the same time. Working from a positivist ideology one would need to believe that a ‘sole truth’ and a generalised reality can be attained, however how is this possible when working in differing cultural settings? This would mean that beliefs held in a Eurocentric world could be superimposed onto those from an African context as they would be believed to be similar or the same, however community psychology would label such an

imposition as oppressive. Gordon and Musser (as cited in Seedat, 1990) highlight that "many of the core propositions upon which the sciences rest, such as objectivity, positivism and empiricism are cultural bound products" (p. 40). This indicates that these very principles that are thought to be value-free were themselves created in a cultural context and are therefore implicitly bound within that culture. As such, the claim that these principles are applicable in all contexts is merely an imposition of one cultural ideal onto many other.

Therefore, the question that remains to be answered is: how is it possible that contexts differing in ethnicity, culture, religion, race, socio-economic status and so many other variables can have a singular view of the world? Community psychology is founded on the understanding that individuals can only be understood in relation to their social context (Ahmed & Pretorius-Heuchert, 2001; Pretorius-Heuchert & Ahmed, 2001; Trickett, 1996), as such, no singular truth can possibly exist. 'Truth' can only be attained in so much as it is understood as related specifically and solely to the social context from which it emerged and with the understanding that it is dynamic and capable of being changed. The understanding therefore is that 'truth' is a relative construct. Due to this, the method employed in community psychology should incorporate some elements that allow for such subjectivity and relativity; as such, mixed-method approaches have been suggested as being ideal (Bhana & Kanjee, 2001). It is disappointing to note that in such a prominent community psychology journal methods promoting positivist ideals are being published so enthusiastically.

Whilst it has been noted that the exposure given to positivist methods is overwhelming, one must further note the implications of this. If positivist methods are being overrepresented this would indicate that other methods are being under researched – as was shown in the current study whereby critical emancipatory methods within the *JCP* were found to be minimally published. This is problematic as community psychology is purported as being a field invested in the critical analysis of dominant social orders, as well as being

noted as a field devoted to the exposure of unequal power dynamics (Gibson & Swartz, 2004). However it would appear that community psychology is itself the victim of such power dynamics, with certain paradigmatic beliefs being given considerably more attention than others without so much as critical awareness of this.

It must be noted that the results attained in the current study are considerably different to the results found by Martin et al. (2004) which saw a decrease in the publication of experimental studies between the years 1993-1998 within the *AJCP*. The conflicting result that was found in the *AJCP* (Martin et al., 2004) indicates that the two main community psychology publications may not be on parallel courses. It could be argued that such a decrease seen in the *AJCP* indicates that the journal is progressively publishing more articles that employ methods that are more applicable to community psychology theory than those from a positivist paradigm.

## TOPIC TRENDS

### Topic Trends

The results from the current study indicated that the most frequently published topic was related to *mental health and mental illness* with 33.47% of the sample. This was followed by *psychological sense of community and social support* with 24.38%, then *dynamics of social exclusion* with 22.73%, followed by *child, youth and family development* with 22.31% and *research, intervention execution and evaluation* closing the top five topics with 20.66%.

The high occurrence of mental health-related articles is a disappointing trend which has been found in previous trend analysis studies (Seedat, 1990). Based on the assumption that article topics can be related to core community psychology theory, this trend indicates that the predominant theory or model still being utilised continues to be the mental health model of community psychology. This is disturbing in that despite the theoretical shift

towards more people-centred development approaches to community psychology, the scholarly publication indicates that this shift is yet to take place. Such a finding purports that despite the fact that community psychology can be considered a critically-oriented field of psychology, which aims to uncover and target social inequality, the field is still dominated by the biomedical view of the world, whereby mental ill-health is considered the most pertinent 'social issue' to be considered. This is problematic for a number of reasons. Firstly, if mental health continues to be the desired end goal, the focus continues to lie within the individual. The understanding here would therefore be that through the prevention of illness, social issues are rectified. However, this does not take into account such things as power asymmetries within societies, insufficient resources or the abilities of communities to create their own transformative processes, to name but a few alternatives. The second reason that this trend is problematic is that mental health is an issue that comes secondary to various other social issues – particularly those that are most prevalent within the developing world. In South Africa for instance, violence (Swart, 2007), poverty (Mayekiso & Tshemese, 2007) and HIV/AIDS (van der Walt et al., 2007) would be among the most pertinent social issues to which community psychology would need to respond – not mental illness. UNAIDS (2008) reveal that in 2007 5.7 million South Africans were living with HIV/AIDS, the highest in the world. This is an extremely significant result to the South African context; however the *JCP* has only published ten articles relating to this topic within the past five years which does leave one questioning the relevance of the *JCP* to South Africa, when its most fundamental social issues are being disregarded.

Community psychology, be it from South Africa or internationally, has been a field that considers the social. As Yen (2008) indicates it can be considered an applied social psychology. It is therefore disheartening to see that mental health and illness, constructs which can be considered the domain of mainstream psychology are so highly represented

herein. Whilst it is appropriate that topics related to psychological sense of community, social exclusion and intervention are highly represented, other disturbing findings are the low representation articles that deal with abuse, sexual outcomes and crime within the journal. In an era in which HIV/AIDS is so pervasive it is worrying that so little publication (4%) is engaging with the topic academically. However this appears to be a trend seen in widespread community psychology publication (Yen, 2008). In an examination of community psychology within the South African context Yen (2008) found that despite the increase in publication of community psychology books and studies, too often little mention is made about HIV/AIDS. Whilst it is commendable that out of the four articles deriving from South Africa one acknowledges the scourge of the HIV/AIDS pandemic, it is necessary to question how it is possible that a mere four percent of publication in a five year period accounts for a social issue as pervasive and consequential at this.

**Population Trends**

With regards to the populations used within the abstracts it is an interesting trend to note that that ethnicity and gender were not found to be variables considered for the majority of abstract sampled. In both instances it appears that studies are not distinguishing people based on their gender or on their relative ethnicity or race or cultural/religious affiliation.

This is a somewhat problematic result in relation to community psychology theory. Loo et al. (1988) indicate that if community psychologists are to continue studying groups that are not ethnically marginalised or culturally diverse, "their fear and vulnerability will constrain them to studying only the familiar, accessible, and 'safe'" (p. 345). As was stated in the literature review, community psychology research and intervention should be aimed at groups that are socially disempowered and culturally marginalised and it is only through doing this that equality, transformation and liberation can occur. Gibson and Swart (2004)

further indicate that community psychology aims to provide the necessary skills and tools to the communities and in doing so will promote their ability to transform their social situations. However this can only be done if studies are done on such groups and in such contexts. Over 60% of the abstracts in this study did not indicate having worked with a marginalised group, including religion, race and ethnicity. Further to this, despite continued deeply entrenched systems of patriarchy, and continued oppression of women in various contexts, the use of women in the studies is minimal. Angelique and Culley (2003) completed a trend analysis study in the *JCP* from 1973-2000 particularly aiming to find trends relating to gender consciousness. Their results corroborate that only a few articles related to women's issues can be found, however despite this, the range of material covered was deemed impressively diverse (Angelique & Culley, 2003). Further to this they found that there appeared to be an increase in the publication of such articles. Whilst the current study acknowledges this, it is still deemed insufficient that such a small percentage of articles focuses directly on women (11.98%). Further to this it is expected that changes will be seen in studies such as the aforementioned as such a large time period is being studied, however this indicates something significant. Whilst changes are being seen in the journal, these changes occur over a large period of time. Therefore, it could be argued that whilst attempting to create changes, in many ways the *JCP* does not appear to include the foundational values and aims of the discipline into its scholarly work (Angelique & Culley, 2003).

## SOUTH AFRICAN TRENDS

As there is no South African journal particularly dedicated to community psychology, if South African authors would like to publish their work within a community psychology-specific journal it is necessary for them to publish within the *JCP* or the *AJCP*. Therefore a

study such as the current one allows for the representation of South African community psychology publication internationally to be assessed.

The results from the current study indicate that a mere four abstracts were found to be studies related to South Africa. Further to this only three studies which were deemed to be conducted by South African authors. As less than two percent of the total sample was accounted for by these four abstracts, it was not possible to conduct significance testing on this variable, however the abstracts were qualitatively analysed to reveal the following trends.

From these four articles, the study characterised three of the articles as being related to the topic *research, intervention execution and evaluation.* This is seemingly appropriate as Yen (2008) indicates that community psychology in South Africa has historically leaned towards the use and promotion of intervention. However he further contends that contemporary South African community psychology aims more to emphasise the use of research such that the relationship between research and action can be seemingly strengthened (Yen, 2008). Within the South African context which has a number of social issues from poverty, to homelessness, unemployment, crime and exceptionally high rates of HIV/AIDS, it is necessary that community psychologists intervene actively, it is therefore appropriate that intervention play such a dominant role in the published South African articles.

Other topic areas that the South African articles represented include *civic participation*; *mental health and mental illness*; *medical/physical illness and injury, well-being & health*; *psychological sense of community and social support*; and *sexual outcomes and HIV/AIDS*. This is representative of the South African social climate. These are issues that are pertinent in the country at this time and are issues that are necessary for intervention. Further to this, these are topic areas that promote the community psychology theory that is

practiced in South Africa. Community psychology in South Africa is strongly distinguished from traditional psychology with the focus predominantly remaining on social issues.

It is however worrying to see that South African publication is not being represented in relation to articles on *abuse and violence; crime and fear of crime*; *dynamics of social exclusion*; and *substance use and abuse.* Whilst it is not expected that a mere four articles should account for this array of social phenomena, it is argued that social issues such as crime and abuse are pervasive in a South African context and it is necessary to publish commentary on this as a result. It is argued that due to the fact that these may not be social issues within the US context (within which the journal is immersed) or within the developed world, it is argued that these areas are under researched and under published and will remain so, as publication of these articles does not seem relevant; despite the need for such publication in developing countries, such as South Africa.

This is particularly problematic when looking at a more socially active community psychology as is practised in South Africa. Utilising theoretical understandings such as the people-centred development approach it is fundamental that communities are placed at the centre of the study, however with the continued use of purely experimental methods, this is not possible. The minimal use of critical emancipatory methods further asserts this point. This could indicate that community psychology as practised and documented within the US context differs substantially to the community psychology practised in other parts of the world – as seen in South Africa.

Despite the advancement and growth of community psychology in South Africa as seen by the publication of multiple texts on the field (Yen, 2008) it appears that South Africa is highly unrepresented within the journal – with South African studies merely accounting for just over one percent of the sample. Whilst the current study did not assess the occurrence of other non-US publication, it is assumed that publication from various other parts of the

developing world is also minimal. If this is indeed the case it is problematic that so few resources exist as a place for these authors to publish their work. If such a highly reputable journal as the *JCP* can present the resultant themes it can be said that the growth of community psychology in countries such as South Africa is not supported by its international counterpart – be it due to ideological or practical differences.

The low number of publication of South African articles can occur for two reasons: either the *JCP* is rejecting the submission of South African articles or South African authors are not submitting their work for publication to this journal. If the former is the case the problem that arises is that community psychology within a South African context is not being internationally acknowledged and accepted and as such the global growth of the field is being stunted. However if the latter is in fact the case it is necessary to ascertain why this is occurring and how this can be changed as it the responsibility of these authors to ensure that their work be put onto the international stage as it is only through such scholarly gestures that community psychology in South Africa can be expected to advance and grow. If South African community psychology allows itself to be marginalised within the field, it can be expected that South African social issues will continue to be isolated internationally and will henceforth never become internationally relevant.

## LIMITATIONS

In briefly considering some of the limitations of the current study the first to note is that this study only employed the use of article abstracts and did not include analyses of full journal articles. It can therefore be argued that the results obtained are less accurate than if entire journal articles had been analysed. However, the study was specifically addressing particular predefined criteria and as such the study did not require the use of full articles to achieve its central aims. For the research questions that did not utilise predefined criteria the information

that was pertinently needed for the research questions to be answered was sufficiently obtainable from the article abstracts.

Other limitations include the specificity of this study, which is deemed to have a very narrow focus – as the study only focused on one journal of community psychology during a particular time period. Looking at other journals of community psychology would have allowed for the emergence of more detailed trends as similarities found between the journals could have provided collateral for the emergent trends and it would have allowed that trends across the journals could be seen. Due to time constraints on the current study however this was not possible. Despite this, the current research is thought to have provided some useful grounding and direction for future research within the field of community psychology based on the field's current standing.

Another limitation that can be noted is related to the coding system that was used. The coding method involved qualitative aspects that were of a subjective nature and were therefore subject to some of the author's bias. However it must be noted that in making the qualitative decisions necessary for the inductive coding process, all decisions for coding were made with the research supervisor so that additional validity of the codes could be attained. The research supervisor therefore verified all the decisions so as to reduce the researcher's subjective bias.

A final limitation is that this study used a primarily quantitative method which involved the analysing of data and the reporting of results. A more comprehensive qualitative method could have ensured a more detailed and in-depth analysis of the trends, as the quantitative method, may be seen as having only provided a broad overview of community psychology trends. However, this was appropriate for the current study which can be used to provide some direction for more in depth qualitative studies. Moreover, with regards to the quantitative methods used, the current research is based within a critical paradigm, which

challenges positivist methods. The study itself therefore does not adhere to a positivist approach aiming to create claims of 'absolute truth' and it is therefore somewhat inconsistent with the theoretical orientation of the study that quantitative methods were utilised. To counteract this, and as a result of this all the results yielded in the study were thoroughly critically analysed.

## RECOMMENDATIONS

Based on the findings attained within the current study the following recommendations are deemed appropriate and necessary. Firstly, knowledge production in a field is continuous and ongoing therefore it must be understood that the current study should consistently be built on added to. It was seen that trend analysis studies within community psychology are rare and it is necessary that more similar studies be conducted so that the field is consistently challenged and forced to practice according to its values and work to attain its goals. However future studies need not solely rely on trend analysis studies, other methods of critical enquiry can be employed, such as proposed by Kelly and Chang (2008). In assessing the history of community psychology methods such as citation analysis or oral histories or social networking, and other such creative methods would allow for new and diverse trends to be seen (Kelly & Chang, 2008). As a critical field of psychology, community psychology need not be restrained in creativity and diversity of methods utilised as this will optimal ensure the development of the field.

A secondary recommendation is that a South African journal dedicated to community psychology be considered. The representation of South Africa within the *JCP* was found to be near negligible and it is necessary that South African community psychology be acknowledged and allowed to develop and grow. The findings suggest that international community psychology and that which is practiced in South Africa appear to have different

foci, despite this it is necessary for studies focusing on South African social issues to be given the necessary attention within international publication.

## CONCLUSIONS

This chapter has provided extensive discussion on the results found in the study. The results attained for each research question was critically examined such that the results could be further examined and understood. Following this, the chapter provided a look at some of the limitations that were noted within the current study and that can be used to strengthen further studies. Building on this, recommendations were also provided so as to ensure that additional studies within the field can be conducted.

As has been comprehensively indicated throughout the study, community psychology is a dynamic field in constant transition. Boasting a history of approximately 40 years it appears however that the field is still very much on the path of self-discovery. Whilst this does not indicate that the field has not seen successes, it merely purports that the field is still in need of further research and assessment and reflexivity such that many of the ideals and values that are presented, are values seen practiced within the field itself. Community psychology theory emphasises concepts such as multiculturalism, however this does not appear to be something seen practiced within the field itself – with a distinct gap seen between US publication and the inclusion of South African studies. Within the current study, one of the most reputable journal publications was shown to promote certain ideals that do not cohere with the fundamental principles of the field. As such, if community psychology is expected to be the answer to the world's social issues, it needs to be able to live up to the standards that the field itself sets.

# REFERENCES

Ahmed, R. & Pretorius-Heuchert, J. W. (2001). Notions of social community psychology: Issues and challenges. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 67-85). N1 City: OUP.

Ahmed, R. & Suffla, S. (2007). The mental health model: Preventing 'illness' or social inequality?. In N. Duncan, A. Naidoo, J. Pillay, B. Bowman & V. Roos (Eds.), *Community Psychology: Analysis, context and action* (pp. 84-101). Cape Town: UCT Press.

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* New York: APA.

American Psychological Association. (2007). Appendix IX: Chronological history of divisions. Retrieved on 4 July 2007, from http://www.printthis.clickability.com/pt/cpt?action=cpt&title=Appendix+IX%3A+Chronological+history+of+divisions.htm.

Angelique, H. L. & Culley, M. R. (2003). Feminism found: An examination of gender consciousness in community psychology. *Journal of Community Psychology, 31* (3), 189-209.

Bernal, G. & Enchautegui-de-Jesus, N. (1994). Latinos and Latinas in community psychology: A review of the literature. *American Journal of Community Psychology, 22* (4), 531-557.

Bhana, A. & Kanjee, A. (2001). Epistemological and methodological issues in community psychology. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 135-158). N1 City: OUP.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

Carter, K. A. & Beaulieu, L. J. (1992). *Conducting a community needs assessment: Primary data collection techniques*. Florida Cooperative Extension Service, CD-27.

Christian, R., Mokutu, M. & Rankoe, M. (2002). Black students' experiences of training at a 'white' institution. In L. Swartz, K. Gibson & T. Gelman (Eds.), *Reflective practice: Psychodynamic ideas in the community* (pp. 33-44). Cape Town: HSRC.

Crawford, I., Figert, A., Suarez-Balcazar, Y., Neiden, P. & Reich, J. (1996). The use of research participation for mentoring prospective minority graduate students. *Teaching Sociology, 24*, 256-263.

Dalton, J. H., Elias, M. J. & Wandersman, A. (2001). *Community psychology: Linking individuals and communities*. Belmont: Wadsworth/Thomson.

De la Rey, C. & Ipser, J. (2004). The call for relevance: South African psychology ten years into democracy. *South African Journal of Psychology, 34* (4), 544-552.

Epstein, L. & Martin, A. D. (2005). Coding variables. In K. Kempf-Leonard (Ed.), *Encyclopaedia of social measurement – volume 1* (pp. 321-327). Oxford: Elsevier Academic Press.

Frank, J., Tshemese, M. & Mayekiso, T. (2007). Vulnerable communities: The different faces of homelessness. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 226-241). Cape Town: UCT Press.

Gibson, K. (2002). Healing relationships between psychologists and communities: How can we tell them if they don't want to hear?. In L. Swartz, K. Gibson & T. Gelman (Eds.), *Reflective practice: Psychodynamic ideas in the community* (pp. 9-22). Cape Town: HSRC.

Gibson, K. & Swartz, L. (2004). Community psychology: Emotional processes in political subjects. In D. Hook, P. Kiguwa, N. Mkhize, A. Collins, I. Parker & E. Burman (Eds.), *Critical psychology* (pp. 465-486). Wetton: UCT Press.

Hamber, B., Masilela, T. C. & Terre Blanche, M. (2001). Towards a Marxist community psychology: Radical tools for community psychological analysis and practice. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 51-65). N1 City: OUP.

Hope, A. & Timmel, S. (2003). *Training for transformation. Book 1*. London: ITDG Press.

Kaplan, R. M. (1987). *Basic statistic for the behavioural sciences.* Massachusetts: Allyn & Bacon.

Kelly, J. G. & Chang, J. (2008). Pluralistic inquiry for the history of community psychology. *Journal of Community Psychology, 36* (5), 675-691.

Lazarus, S. (2001). Social policy and community psychology in South Africa. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 343-367). N1 City: OUP.

Lazarus, S. (2007). Assumptions and values of community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 67-83). Cape Town: UCT Press.

Loo, C., Fong, K. T. & Iwasama, G. (1988). Ethnicity and cultural diversity: An analysis of work published in community psychology journals, 1965-1985. *Journal of Community Psychology, 16,* 332-349.

Lounsbury, J. W., Cook, M. P., Leader, D. S. & Meares, E. P. (1985). A content analysis of community psychology research. In D. Klein & E. Susskind (Eds.), *Research in community psychology: The state of the art* (pp. 39-105). New York: Praeger.

Lounsbury, J. W., Roisum, K., Pokorny, L., Sills, A. & Meissen, G. (1979). An analysis of topic areas and topic trends in the *Community Mental Health Journal* from 1965-1977. *Community Mental Health*, *15*, 267-276.

Martin, P. P., Lounsbury, D. W. & Davidson II, W. S. (2004). AJCP as a vehicle for improving community life: An historic-analytic review of the journal's contents. *American Journal of Community Psychology*, *34* (3/4), 163-173.

Maw, A. (2002). The consultation relationship: Reflections on a psychological consultation partnership. In L. Swartz, K. Gibson & T. Gelman (Eds.), *Reflective practice: Psychodynamic ideas in the community* (pp. 57-72). Cape Town: HSRC.

Mayekiso, T. & Tshemese, M. (2007). Contextual issues: Poverty. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 150-165). Cape Town: UCT Press.

Mayekiso, T., Strydom, F., Jithoo, V. & Katz, L. (2004). Creating new capacity through post-graduate selection. *South African Journal of Psychology*, *34* (4), 657-671.

Mkhize, N. (2004). Psychology: An African perspective. In D. Hook, P. Kiguwa, N. Mkhize, A. Collins, I. Parker & E. Burman (Eds.), *Critical psychology* (pp. 24-52). Wetton: UCT Press.

Naidoo, A., Duncan, N., Roos, V., Pillay, J. & Bowman, B. (2007). Analysis, context and action: An introduction to community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 9-24). Cape Town: UCT Press.

Nelson, G. & Prilleltensky, I. (2005). Community psychology: Journeys in the global context. In G. Nelson & I. Prilleltensky (Eds.), *Community psychology: In pursuit of liberation and well-being* (pp. 1-40). London: Pallgrave Macmillan.

Novaco, R. W. & Monahan, J. (1980). Research in community psychology: An analysis of work published in the first six years of the American Journal of Psychology. *American Journal of Psychology, 8* (2), 131-145.

Orford, J. (1992). *Community psychology: Theory and practice.* Chichester: John Wiley & Sons.

Painter, D. & Terre Blanche, M. (2004). Critical psychology in South Africa: Looking back and looking ahead. *South African Journal of Psychology, 34* (4), 520-543.

Potter, C., Basson, R. & Laauwen, H. (2007). Programme evaluation: Approaches for supporting innovation and engaging communities. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 408-431). Cape Town: UCT Press.

Potter, C. & Kruger, J. (2001). Social programme evaluation. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 189-211). N1 City: OUP.

Pretorius-Heuchert, J. W. & Ahmed, R. (2001). Community psychology: Past, present, and future. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 17-36). N1 City: OUP.

Radebe, B. (2007). Prevention and empowerment. In M. Visser (Ed.), *Contextualising community psychology in South Africa* (pp. 134-148). Pretoria: Van Schaik.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology, 15* (2), 121-148.

Riger, S. (2006). What's wrong with empowerment. *American Journal of Community Psychology, 21* (3), 279-292.

Rosnow, R. L. & Rosenthal, R. (1996). *Beginning behavioural research*. New Jersey: Prentice Hall.

Seedat, M. (1998). A characterisation of South African psychology (1948-1988): The impact of exclusionary ideology. *South African Journal of Psychology*, *28* (2), 74-85.

Seedat, M. (1990). Programmes, trends and silences in South African psychology 1983-1988. In L. J. Nicholas & S. Cooper (Eds.), *Psychology and apartheid: Essays on the struggle for psychology and the mind in South Africa* (pp. 22-49). Johannesburg: Vision Publications.

Seedat, M., Cloete, N. & Shochet, I. (1988). Community psychology: Panic or panacea. *Psychology in Society*, *11*, 39-54.

Seedat, M., Duncan, N. & Lazarus, S. (2001). Community psychology: Theory, method, and practice. In M. Seedat, N. Duncan & S. Lazarus (Eds.), *Community psychology: Theory, method and practice. South African and other perspectives* (pp. 3-14). N1 City: OUP.

Seedat, M., MacKenzie, S. & Stevens, G. (2004). Trends and redress in community psychology during 10 years of democracy (1994-2003): A journal-based perspective. *South African Journal of Psychology*, *34* (4), 595-612.

Serrano-Garcia, I., Lopez, M. M. & Rivera-Medina, E. (1987). Toward a social community psychology. *Journal of Community Psychology*, *15*, 431-446.

Shefer, T., Shabalala, N. & Townsend, L. (2004). Women and authorship in post-apartheid South Africa. *South African Journal of Psychology*, *34* (4), 576-594.

Silverman, D. (1997). *Qualitative research: Theory, method and practice*. London: Sage.

Speer, P., Dey, A., Griggs, P., Gibson, C., Lubin, B. & Hughey, J. (1992). In search of community: An analysis of community psychology research from 1984-1988. *American Journal of Community Psychology*, *20* (2), 195-209.

Stevens, G. (2003). Academic representations of 'race' and racism in psychology: Knowledge production, historical context and dialectics in transitional South Africa. *International Journal of Intercultural Relations, 27,* 189–207.

Stevens, G. (2007). The international emergence and development of community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 27-50). Cape Town: UCT Press.

Swart, T. M. (2007). Contextual issues: Power, violence and community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community Psychology: Analysis, context and action* (pp. 187-205). Cape Town: UCT Press.

Swart, T. M. & Bowman, B. (2007). Activating action: Aims, methods and imperatives of research in community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community Psychology: Analysis, context and action* (pp. 433-449). Cape Town: UCT Press.

Thomas, A. (2000). Development as a practice in a liberal capitalist world. *Journal of International Development, 12,* 773-787.

Toro, P. A. (2005). Community psychology: Where do we go from here?. *American Journal of Community Psychology, 35* (1/2), 9-16.

Trickett, E. J. (1996). A future for community psychology: The contexts of diversity and the diversity of contexts. *American Journal of Community Psychology, 24* (2), 209-235.

UNAIDS. (2008). Sub-Saharan Africa. Retrieved on 20 November 2008, from http://www.unaids.org/en/CountryResponses/Regions/SubSaharanAfrica.asp.

Van der Walt, C., Bowman, B., Frank, J. & Langa, M. (2007). Contextual enablers of the HIV pandemic in South Africa: A community psychology perspective. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 206-225). Cape Town: UCT Press.

Van Vlaenderen, H. (1993). Psychological research in the process of social change: A contribution to community development. *Psychology & Developing Societies, 5* (1), 95-110.

Van Vlaenderen, H. & Neves, D. (2004). Participatory action research and local knowledge in community contexts. In K. Ratele, N. Duncan, D. Hook, N. Mkhize, P. Kiguwa & A. Collins (Eds.), *Self, community and psychology*, (pp. 10-1 – 10-20). Lansdowne: UCT Press.

Viljoen, G., Pistorius, A. & Eskel-Blokland, L. (2007). A critical orientation to community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay. & V. Roos (Eds.), *Community psychology: Analysis, context and action* (pp. 117-133). Cape Town: UCT Press.

Visser, M. (2007). The social ecological model as theoretical framework in community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community Psychology: Analysis, context and action* (pp. 102-116). Cape Town: UCT Press.

Wiley-Interscience. (1999). Journal of community psychology – Product information. Retrieved on 15 February 2008, from http://www3.interscience.wiley.com/journal/32213/home/ProductInformation.html.

Wiley-Interscience. (2008). Journal of community psychology. Retrieved on 29 October 2008, from http://eu.wiley.com/WileyCDA/WileyTitle/productCd-JCOP.html.

Wilkinson, D. & Birmingham, P. (2003). *Using research instruments: A guide for researchers.* London: Routledge.

Yen, J. (2008). A history of community psychology in South Africa. In C. van Ommen & D. Painter (Eds.), *Interiors – A history of psychology in South Africa* (pp. 385-412). Pretoria: UNISA Press.

Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational and community levels of analysis. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-63). New York: Plenum Press.

# APPENDIX A1

**Abstract Keywords: Abuse and Violence**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *abuse and violence.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| abuse [233] | intimate partner violence [185] [188] [238] |
| abuse (physical and sexual) [116] | rape prevention programmes [202] |
| adolescent violence [109] | reporting physical assault [69] |
| Aggression [17] [19] | resilience [145] [195] [228] |
| childhood sexual abuse [127] | resilience or protective factors [241] |
| Community violence [17] [19] | sexual violence [45] [208] |
| crisis intervention [34] | street violence [109] |
| disclosure of sexual assault [217] | threats to safety [241] |
| domestic abuse [21] | victimisation [29] [116] [216] |
| domestic violence [34] [121] | victimisation (peer-relational and physical) [24] |
| exposure to violence [74] | violence [21] [29] [77] [78] [112] [114] [154] [209] [233] |
| exposure to violence (community and domestic) [76] | violence exposure [71] [72] [216] [218] |
| gang affiliation [77] | violent behaviour [76] [74] |
| gang involvement [241] | women abuse [154] |
| history of violence [231] | Women, Co-Occurring Disorders and Violence Study (WCDVS) [112] [113] [117] [118] |
| interpersonal abuse [228] | |

# APPENDIX A2

**Abstract Keywords: Child, Youth and Family Development**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *child, youth and family development.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| academic achievement outcomes [30] | mentoring programmes [180] |
| academic performance [39] | mentoring relationships [102] [179] |
| academic success [88] [155] | multidimensional family prevention [99] |
| adolescent adjustment [135] | parental monitoring [70] |
| adolescent distress [104] | parenthood transition [162] |
| adolescent mothers [240] | parenting processes [135] |
| adolescent violence [109] | parenting processes or practices [141] |
| adolescent well-being [158] | parents perceptions (school or neighbourhood) [153] |
| adult-driven programmes [90] | physical discipline [137] |
| adult-youth relationship [88] | proctor care [27] |
| after-school programme attendance [136] | psychoeducational programmes [73] |
| antisocial peer affiliations [205] | risk factors [212] [234] |
| Autonomous mobility and play [191] | school influences [145] |
| behavioural problems [205] [225] | school outcomes [15] |
| bystander education [208] | school participation [218] |
| caregiver experiences [102] | school-based mental health programme [38] [206] |
| child behaviour problems [137] | school-based prevention programs [14] |
| childhood exposure [114] | spousal relations [4] |
| classroom instruction [160] | supported education [26] |
| community influences [126] [145] | teenage mothers [240] |
| development [160] | transition to adulthood [126] |
| extra-curricular activities [39] | youth development [91] [174] [175] [155] [235] |
| extra-curricular activities [39] | youth mentoring [172] [173] [174] [175] [176] [177] [178] |
| family detachment [225] | youth outcomes [3] |
| family influences [145] | youth policy [78] |
| fidelity [99] | youth programmes [89] |
| individual difference [179] | youth work practice [87] |
| Instrumental relationships [86] | youth-adult partnerships [91] [92] [93] [94] [95] |
| intergenerational relationships [85] | youth-drive programmes [90] |

# APPENDIX A3

**Abstract Keywords: Civic Participation**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *civic participation.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| activism [222] [224] | consumer-run organisations [204] |
| citizen participation [2] | empowerment [49] [61] [88] [92] [101] [103] [165] |
| civic engagement [226] | helping [224] |
| civic participation [225] | mastery [7] |
| civic responsibility (community and political) [55] | participation [3] [150] [219] |
| coalition-based prevention initiatives [108] | policy control [22] |
| community action [223] | political participation [226] |
| community advocacy [180] | prosocial involvement [205] |
| community building [163] | psychological empowerment [2] [22] |
| community change [94] | psychopolitical literacy [227] |
| community coalitions [40] | psychosocial empowerment [128] |
| community empowerment [54] | Responding [224] |
| community involvement [54] [224] | sense of empowerment [61] |
| community leadership [8] | skills transfer process [164] |
| community mobilisation interventions [103] | social competence [39] |
| community organisational learning [199] | social development [136] |
| community organising [180] | transformation [223] |
| community participation [101] | transformative approaches [200] |
| community social capital [163] | |

# APPENDIX A4

**Abstract Keywords: Crime and Fear of Crime**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *crime and fear of crime.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| concern about crime [187] |
| crime [187] |
| criminal legal system [154] |
| fear of crime [187] [191] |
| Justice [227] |
| Justice issues [156] |
| juvenile offenders [52] |
| neighbourhood crime [209] |
| wellness [227] |

# APPENDIX A5

**Abstract Keywords: Disasters and National Emergency**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *disasters and national emergency.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| emergency preparedness [242] |
| exposure to community-wide disaster [74] |
| natural disaster [1] |
| terrorism (World Trade Centre attack) [98] |
| terrorism [9] [242] |
| terrorism exposure [184] |

# APPENDIX A6

**Abstract Keywords: Dynamics of Social Exclusion**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *dynamics of social exclusion.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| acculturation [58] | minority access to mental healthcare [147] |
| acculturation strategies [97] | old age [59] |
| adolescent mothers [240] | patriarchal ideology [121] |
| bicultural stress [211] | perceived discrimination [63] |
| biculturalism [97] | poverty [104] [196] |
| cross-cultural relations [88] | precocious life events [126] |
| cultural barriers [43] | race [104] |
| cultural competence [142] [148] | racial difference [126] |
| cultural marginalisation [143] | racial or ethnic difference [117] |
| cultural variables [100] | racism [198] |
| culture or ethnicity [140] | resilience [145] [195] [228] |
| culture-specific prevention [144] | resilience or protective factors [241] |
| elder care [170] | resources [240] |
| employment [13] [123] [128] [166] | services for women [111] |
| Ethnic identity [106] | sexual orientation |
| ethnicity [104] | social vulnerability [117] |
| feminism [11] | stigma [100] [167] [171] |
| filial piety [170] | stigmatising attitudes [23] |
| financial support [182] | teenage mothers [240] |
| gender [166] [101] | transformation [223] |
| gender consciousness [11] | vulnerable groups [178] |
| gender difference [162] | WCDVS study [113] [117] [118] |
| gender identity/roles [10] | welfare [159] |
| gender roles [4] | welfare tenure [123] |
| homelessness [79] [183] [195] [215] [218] | women abuse [154] |
| housing satisfaction [35] | women's trauma model [110] |
| indigenous substance abuse [164] | workplace diversity [146] |
| marginalisation [84] | |

# APPENDIX A7

**Abstract Keywords: Geographical Area/Ecological System**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *geographical area/ecological systems.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| behavioural settings [204] | neighbourhood social cohesion [238] |
| community context [177] | neighbouring behaviour [42] |
| community effects [234] | organisational theories [203] |
| community influences [126] [145] | parents perceptions (school or neighbourhood) [153] |
| community organisational learning [199] | perceptions of neighbourhood [57] |
| community reaction to change [53] | practical barriers [43] |
| community settings [203] | proximity [119] |
| community-academic coalition [62] | related neighbourhood factors [238] |
| contextual factors [210] | residential segregation [196] |
| distinctiveness of the area [125] | residential stability [183] |
| ecological risk (neighbourhood) [63] | resilience [145] [195] [228] |
| environmental resources [184] | rural versus urban areas [120] |
| geographic setting [44] | spatial dependence [57] |
| institutional isomorphism [202] | system of care evaluation [51] |
| institutional settings [236] | systems change [188] |
| military - support for families and communities [192] | systems of care [80] |
| naturalistic contact [171] | university-community partnerships [206] [237] |
| neighbourhood characteristics [155] [238] | urban environments or communities [93] [135] |
| neighbourhood crime [209] | workplace [156] |
| neighbourhood effects [220] | workplace diversity [146] |

# APPENDIX A8

**Abstract Keywords: Injury, Physical Health and Illness**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *injury, physical health and illness.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| Cancer [54] |
| community health [54] [113] |
| community health partnerships [129] |
| dog bites [5] |
| fibromyalgia [66] |
| informed treatment effectiveness [233] |
| physical fitness [46] |
| physical health [168] [233] |
| physical well-being [46] |
| psychophysiology [19] |
| seat belt usage [18] |
| WCDVS study [113] [117] [118] |

# APPENDIX A9

**Abstract Keywords: Media Use and Effects**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *media use and effects*. The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| children's television programmes [189] |
| Effects of media [9] |
| film [33] |
| mass media [235] |
| Media [65] [105] |
| Media stereotypes – television [193] |
| television [56] |
| television viewing [70] |

# APPENDIX A10

**Abstract Keywords: Mental Health and Mental Illness**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *mental health and mental illness.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| adolescent distress [104] | mental heath [37] [111] |
| adolescent well-being [158] | mental illness [20] [23] [26] [35] [105] [114] [123] [159] [167] [171] [189] [219] |
| anxiety [17] | mental illness – attitudes [193] |
| attitudes and assumptions about therapy [122] | mental illness (attitudes towards) [56] |
| attitudes towards mental health services [100] | mental well-being [211] |
| attitudes towards recovery homes [119] | minority access to mental healthcare [147] |
| behavioural coping strategies [29] | perceptions about health (PH Scale) [213] |
| behavioural health services [157] | personal well-being [42] |
| behavioural problems [205] [225] | personality (big 5 traits) [31] |
| Brief-Symptom Inventory-18 [96] | precocious life events [126] |
| burnout [166] | psychiatric diagnosis [207] |
| case management services [215] | psychiatric disabilities [68] [196] |
| child behaviour problems [137] | psychological adjustment [63] |
| childhood exposure [114] | psychological distress [7] [116] [127] |
| client-therapist match [122] | psychological functioning [146] |
| Consumer/Survivor Initiatives (CSIs) [219] | psychological well-being [4] [46] [182] |
| co-occurring mental disorders [113] [117] [228] [230] [232] | psychological wellness [153] |
| coping [64] | quality of life [59] [60] |
| coping skills [230] | school-based mental health programme [38] [206] |
| day treatment [27] | self-esteem [68] |
| depiction of mental illness [33] | self-help groups [65] |
| depression [47] [109] | sense of self [86] |
| depressive symptoms [143] [168] [182] | social functioning [68] |
| dysphoria [190] | stigma [100] [167] [171] |
| fear of loneliness [191] | stigmatising attitudes [23] |
| general psychological distress [96] | stress [64] [67] [168] [162] [98] |
| health-promoting behaviours [138] | stressful life events [79] |
| help-seeking [81] | suicide rates [120] |
| help-seeking behaviours [28] | therapeutic alliance [106] |
| individual empowerment [60] | therapeutic setting [106] |
| life satisfaction [67] | treatment choice [20] |
| life-course events [77] | treatment effectiveness [232] |
| mental health [81] | treatment model [231] |

| | |
|---|---|
| mental health consumer initiatives [149] [150] [151] [152] | treatment retention [230] |
| mental health disparities [139] | victimisation [216] [116] [29] |
| mental health service delivery [148] | WCDVS study [113] [117] [118] |
| mental health symptoms [229] | well-being [98] [146] [235] [109] |
| mental health treatment [43] [229] | |

# APPENDIX A11

**Abstract Keywords: Psychological Sense of Community and Social Support**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *psychological sense of community and social support.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| appreciative inquiry [239] | religious coping [37] |
| collective coping strategies [53] | religious orientation [138] |
| community connectedness [197] [211] | resilience [145] [195] [228] |
| community readiness [201] | resources [240] |
| community resilience [67] | self-help groups [65] |
| community spirituality [8] | sense of community (personal versus shared) [6] |
| community strength or resources or resilience [220] | sense of community (SoC Index) [16] [82] [161] |
| community support [194] | social capital [129] [209] [235] [242] |
| community support (guardian and peer) [29] | social capital development [89] |
| conflict [1] | social cohesion [101] |
| contribution of non-family adults [158] | social distance [167] |
| kinship [170] | social engagement [226] |
| leadership competence [22] | social identification [186] |
| military - support for families & communities [192] | social influence [221] |
| neighbourhood social cohesion [238] | social integration [83] |
| neighbouring behaviour [42] | social interaction [58] |
| opportunity-centric process [239] | social networks [77] [156] |
| perceived community supp questionnaire (PCSQ) [194] | social support [1] [7] [22] [34] [48] [66] [138] [162] [182] [44] [218] |
| perceptions of care [48] | spirituality [81] |
| psychological sense of community [2] [8] [31] [41] [42] [48] [102] [131] [132] [186] [191] | transformative approaches [200] |
| religion/religiosity [168] | values/beliefs/norms [160] |
| religiosity [81] | |

# APPENDIX A12

**Abstract Keywords: Research, Intervention Execution and Evaluation**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *research, intervention execution and evaluation.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| | |
|---|---|
| action research [203] | opportunity-centric process [239] |
| adult-driven programmes [90] | participation [3] [150] [219] |
| Ameliorative approaches [200] | partnerships [85] |
| Appreciative inquiry [239] | policy control [22] |
| attitudes towards recovery homes [119] | prevention interventions [169] |
| Behavioural health services [157] | prevention planning [212] |
| bystander education [208] | programme development [176] |
| case management services [215] | programme evaluation [176] |
| coalition-based prevention initiatives [108] | protective factors [212] |
| community health partnerships [129] | psychoeducational programmes [73] |
| community mobilisation interventions [103] | psychosocial intervention [140] |
| community organisational learning [199] | public care [170] |
| community programmes [85] | public policy [49] |
| community readiness [201] | publication frequency [236] |
| community service [222] | rape prevention programmes [202] |
| community-academic coalition [62] | research [118] |
| community-based prevention [75] | research methodology [173] |
| community-research partnership [163] | research-based prevention [108] |
| Consumer/Survivor Initiatives (CSI) [219] | responding [224] |
| consumer-run organisations [204] | risk factors [212] [234] |
| crisis intervention [34] | school-based mental health programme [38] [206] |
| culture-specific prevention [144] | school-based prevention programs [14] |
| evaluation [223] | scientific influence [236] |
| evaluation of WCDVS study [112] | service motives [102] |
| evidence-based interventions [237] | services [118] [120] |
| home visits [36] | skills transfer process [164] |
| human service organisations [200] | social community services [166] |
| implementation [115] | system of care evaluation [51] |
| interdisciplinary collaboration [32] | transformative approaches [200] |
| Intervention [223] | trauma-informed services [115] |
| Intervention barriers [103] | trauma-integrated services [110] |
| methodological issues [84] | trauma-specific services [115] |
| multidimensional family prevention [99] | university-community partnerships [206] [237] |
| national preventative intervention program [130] | WCDVS study [113] [117] [118] |

# APPENDIX A13

## Abstract Keywords: Scale Development and Testing

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *scale development and testing.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| Brief-Symptom Inventory-18 [96] |
| Perceived Community Support Questionnaire (PCSQ) [194] |
| Perceptions about Health (PH Scale) [213] |
| Sense of Community Index (SoC Index) [16] [82] [161] |

# APPENDIX A14

**Abstract Keywords: Sexual Outcomes and HIV/AIDS**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *sexual outcomes and HIV/AIDS.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| HIV/AIDS [44] [50] [127] [169] [181] [232] |
| HIV/AIDS treatment [134] |
| perceptions about condom use [134] |
| risk perceptions [107] |
| risky sexual behaviour [107] |
| Sexual outcomes [25] [107] |
| Sexual risk behaviour [207] |
| treatment effectiveness [232] |

# APPENDIX A15

**Abstract Keywords: Substance Use and Abuse**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *substance use and abuse*. The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| gang involvement [241] |
| indigenous substance abuse [164] |
| prevention planning [212] |
| problem behaviours [234] |
| protective factors [212] |
| resilience [145] [195] [228] |
| resilience or protective factors [241] |
| risk factors [212] [234] |
| substance abuse [2] [13] [40] [108] [2] |
| substance abuse behaviours and attitudes [10] |
| substance abuse during pregnancy [12] |
| substance abuse or use [58] [215] [228] [241] [111] [234] [212] [207] [116] [229] [231] |
| Threats to safety [241] |
| treatment retention [230] |
| victimisation [216] |

# APPENDIX A16

**Abstract Keywords: Trauma**

This appendix contains the keywords that were extracted from the abstracts that were used to create the topic category *trauma.* The number(s) that is seen next to each keyword represents the abstract number that the keyword was extracted from – a complete list with the abstract reference can be found in Appendix A17.

| |
|---|
| childhood exposure [114] |
| History of trauma [230] [232] |
| psychological trauma [70] |
| trauma [111] [113] [114] [127] |
| trauma symptoms [71] [72] [74] [229] [231] |
| trauma treatment development [110] |
| trauma-informed services [115] |
| trauma-integrated services [110] |
| trauma-specific services [115] |
| treatment effectiveness [232] |
| treatment retention [229] |
| WCDVS study [113] [117] [118] |
| women's trauma model [110] |

# APPENDIX A17

**Abstract Numbers and Corresponding Journal Reference**

By providing the journal year, volume and issue, the reference for each abstract has been provided. Therefore, each keyword (Appendices A1-A16) can be directly found by finding the journal reference that corresponds with the abstract number. The abstract with this reference can then be located within the *JCP*.

| Journal Year | Volume | Issue | Abstract Number |
|---|---|---|---|
| 2003 | 31 | 1 | 1 |
| 2003 | 31 | 1 | 2 |
| 2003 | 31 | 1 | 3 |
| 2003 | 31 | 1 | 4 |
| 2003 | 31 | 1 | 5 |
| 2003 | 31 | 1 | 6 |
| 2003 | 31 | 2 | 7 |
| 2003 | 31 | 2 | 8 |
| 2003 | 31 | 2 | 9 |
| 2003 | 31 | 2 | 10 |
| 2003 | 31 | 3 | 11 |
| 2003 | 31 | 3 | 12 |
| 2003 | 31 | 3 | 13 |
| 2003 | 31 | 3 | 14 |
| 2003 | 31 | 3 | 15 |
| 2003 | 31 | 3 | 16 |
| 2003 | 31 | 3 | 17 |
| 2003 | 31 | 4 | 18 |
| 2003 | 31 | 4 | 19 |
| 2003 | 31 | 4 | 20 |
| 2003 | 31 | 4 | 21 |
| 2003 | 31 | 4 | 22 |
| 2003 | 31 | 4 | 23 |
| 2003 | 31 | 4 | 24 |
| 2003 | 31 | 4 | 25 |
| 2003 | 31 | 5 | 26 |
| 2003 | 31 | 5 | 27 |
| 2003 | 31 | 5 | 28 |
| 2003 | 31 | 5 | 29 |
| 2003 | 31 | 5 | 30 |
| 2003 | 31 | 5 | 31 |
| 2003 | 31 | 5 | 32 |
| 2003 | 31 | 6 | 33 |
| 2003 | 31 | 6 | 34 |

| Journal Year | Volume | Issue | Abstract Number |
|---|---|---|---|
| 2003 | 31 | 6 | 35 |
| 2003 | 31 | 6 | 36 |
| 2003 | 31 | 6 | 37 |
| 2003 | 31 | 6 | 38 |
| 2003 | 31 | 6 | 39 |
| 2003 | 31 | 6 | 40 |
| 2004 | 32 | 1 | 41 |
| 2004 | 32 | 1 | 42 |
| 2004 | 32 | 1 | 43 |
| 2004 | 32 | 1 | 44 |
| 2004 | 32 | 1 | 45 |
| 2004 | 32 | 1 | 46 |
| 2004 | 32 | 1 | 47 |
| 2004 | 32 | 2 | 48 |
| 2004 | 32 | 2 | 49 |
| 2004 | 32 | 2 | 50 |
| 2004 | 32 | 2 | 51 |
| 2004 | 32 | 2 | 52 |
| 2004 | 32 | 2 | 53 |
| 2004 | 32 | 2 | 54 |
| 2004 | 32 | 3 | 55 |
| 2004 | 32 | 3 | 56 |
| 2004 | 32 | 3 | 57 |
| 2004 | 32 | 3 | 58 |
| 2004 | 32 | 3 | 59 |
| 2004 | 32 | 3 | 60 |
| 2004 | 32 | 3 | 61 |
| 2004 | 32 | 4 | 62 |
| 2004 | 32 | 4 | 63 |
| 2004 | 32 | 4 | 64 |
| 2004 | 32 | 4 | 65 |
| 2004 | 32 | 4 | 66 |
| 2004 | 32 | 4 | 67 |
| 2004 | 32 | 4 | 68 |
| 2004 | 32 | 4 | 69 |
| 2004 | 32 | 5 | 70 |
| 2004 | 32 | 5 | 71 |
| 2004 | 32 | 5 | 72 |
| 2004 | 32 | 5 | 73 |
| 2004 | 32 | 5 | 74 |
| 2004 | 32 | 5 | 75 |
| 2004 | 32 | 5 | 76 |
| 2004 | 32 | 5 | 77 |
| 2004 | 32 | 5 | 78 |
| 2004 | 32 | 6 | 79 |
| 2004 | 32 | 6 | 80 |
| 2004 | 32 | 6 | 81 |

| Journal Year | Volume | Issue | Abstract Number |
|---|---|---|---|
| 2004 | 32 | 6 | 82 |
| 2004 | 32 | 6 | 83 |
| 2004 | 32 | 6 | 84 |
| 2005 | 33 | 1 | 85 |
| 2005 | 33 | 1 | 86 |
| 2005 | 33 | 1 | 87 |
| 2005 | 33 | 1 | 88 |
| 2005 | 33 | 1 | 89 |
| 2005 | 33 | 1 | 90 |
| 2005 | 33 | 1 | 91 |
| 2005 | 33 | 1 | 92 |
| 2005 | 33 | 1 | 93 |
| 2005 | 33 | 1 | 94 |
| 2005 | 33 | 1 | 95 |
| 2005 | 33 | 2 | 96 |
| 2005 | 33 | 2 | 97 |
| 2005 | 33 | 2 | 98 |
| 2005 | 33 | 2 | 99 |
| 2005 | 33 | 2 | 100 |
| 2005 | 33 | 2 | 101 |
| 2005 | 33 | 2 | 102 |
| 2005 | 33 | 3 | 103 |
| 2005 | 33 | 3 | 104 |
| 2005 | 33 | 3 | 105 |
| 2005 | 33 | 3 | 106 |
| 2005 | 33 | 3 | 107 |
| 2005 | 33 | 3 | 108 |
| 2005 | 33 | 3 | 109 |
| 2005 | 33 | 4 | 110 |
| 2005 | 33 | 4 | 111 |
| 2005 | 33 | 4 | 112 |
| 2005 | 33 | 4 | 113 |
| 2005 | 33 | 4 | 114 |
| 2005 | 33 | 4 | 115 |
| 2005 | 33 | 4 | 116 |
| 2005 | 33 | 4 | 117 |
| 2005 | 33 | 4 | 118 |
| 2005 | 33 | 5 | 119 |
| 2005 | 33 | 5 | 120 |
| 2005 | 33 | 5 | 121 |
| 2005 | 33 | 5 | 122 |
| 2005 | 33 | 5 | 123 |
| 2005 | 33 | 5 | 124 |
| 2005 | 33 | 6 | 125 |
| 2005 | 33 | 6 | 126 |
| 2005 | 33 | 6 | 127 |
| 2005 | 33 | 6 | 128 |

| Journal Year | Volume | Issue | Abstract Number |
|---|---|---|---|
| 2005 | 33 | 6 | 129 |
| 2005 | 33 | 6 | 130 |
| 2006 | 34 | 1 | 131 |
| 2006 | 34 | 1 | 132 |
| 2006 | 34 | 1 | 133 |
| 2006 | 34 | 1 | 134 |
| 2006 | 34 | 1 | 135 |
| 2006 | 34 | 1 | 136 |
| 2006 | 34 | 1 | 137 |
| 2006 | 34 | 1 | 138 |
| 2006 | 34 | 2 | 139 |
| 2006 | 34 | 2 | 140 |
| 2006 | 34 | 2 | 141 |
| 2006 | 34 | 2 | 142 |
| 2006 | 34 | 2 | 143 |
| 2006 | 34 | 2 | 144 |
| 2006 | 34 | 2 | 145 |
| 2006 | 34 | 2 | 146 |
| 2006 | 34 | 2 | 147 |
| 2006 | 34 | 2 | 148 |
| 2006 | 34 | 3 | 149 |
| 2006 | 34 | 3 | 150 |
| 2006 | 34 | 3 | 151 |
| 2006 | 34 | 3 | 152 |
| 2006 | 34 | 3 | 153 |
| 2006 | 34 | 3 | 154 |
| 2006 | 34 | 3 | 155 |
| 2006 | 34 | 3 | 156 |
| 2006 | 34 | 4 | 157 |
| 2006 | 34 | 4 | 158 |
| 2006 | 34 | 4 | 159 |
| 2006 | 34 | 4 | 160 |
| 2006 | 34 | 4 | 161 |
| 2006 | 34 | 4 | 162 |
| 2006 | 34 | 4 | 163 |
| 2006 | 34 | 5 | 164 |
| 2006 | 34 | 5 | 165 |
| 2006 | 34 | 5 | 166 |
| 2006 | 34 | 5 | 167 |
| 2006 | 34 | 5 | 168 |
| 2006 | 34 | 5 | 169 |
| 2006 | 34 | 5 | 170 |
| 2006 | 34 | 5 | 171 |
| 2006 | 34 | 6 | 172 |
| 2006 | 34 | 6 | 173 |
| 2006 | 34 | 6 | 174 |
| 2006 | 34 | 6 | 175 |

| Journal Year | Volume | Issue | Abstract Number |
|---|---|---|---|
| 2006 | 34 | 6 | 176 |
| 2006 | 34 | 6 | 177 |
| 2006 | 34 | 6 | 178 |
| 2006 | 34 | 6 | 179 |
| 2006 | 34 | 6 | 180 |
| 2007 | 35 | 1 | 181 |
| 2007 | 35 | 1 | 182 |
| 2007 | 35 | 1 | 183 |
| 2007 | 35 | 1 | 184 |
| 2007 | 35 | 1 | 185 |
| 2007 | 35 | 1 | 186 |
| 2007 | 35 | 1 | 187 |
| 2007 | 35 | 1 | 188 |
| 2007 | 35 | 1 | 189 |
| 2007 | 35 | 2 | 190 |
| 2007 | 35 | 2 | 191 |
| 2007 | 35 | 2 | 192 |
| 2007 | 35 | 2 | 193 |
| 2007 | 35 | 2 | 194 |
| 2007 | 35 | 2 | 195 |
| 2007 | 35 | 2 | 196 |
| 2007 | 35 | 2 | 197 |
| 2007 | 35 | 3 | 198 |
| 2007 | 35 | 3 | 199 |
| 2007 | 35 | 3 | 200 |
| 2007 | 35 | 3 | 201 |
| 2007 | 35 | 3 | 202 |
| 2007 | 35 | 3 | 203 |
| 2007 | 35 | 3 | 204 |
| 2007 | 35 | 4 | 205 |
| 2007 | 35 | 4 | 206 |
| 2007 | 35 | 4 | 207 |
| 2007 | 35 | 4 | 208 |
| 2007 | 35 | 4 | 209 |
| 2007 | 35 | 4 | 210 |
| 2007 | 35 | 4 | 211 |
| 2007 | 35 | 4 | 212 |
| 2007 | 35 | 5 | 213 |
| 2007 | 35 | 5 | 214 |
| 2007 | 35 | 5 | 215 |
| 2007 | 35 | 5 | 216 |
| 2007 | 35 | 5 | 217 |
| 2007 | 35 | 5 | 218 |
| 2007 | 35 | 5 | 219 |
| 2007 | 35 | 5 | 220 |
| 2007 | 35 | 6 | 221 |
| 2007 | 35 | 6 | 222 |

| Journal Year | Volume | Issue | Abstract Number |
|---|---|---|---|
| 2007 | 35 | 6 | 223 |
| 2007 | 35 | 6 | 224 |
| 2007 | 35 | 6 | 225 |
| 2007 | 35 | 6 | 226 |
| 2007 | 35 | 6 | 227 |
| 2007 | 35 | 7 | 228 |
| 2007 | 35 | 7 | 229 |
| 2007 | 35 | 7 | 230 |
| 2007 | 35 | 7 | 231 |
| 2007 | 35 | 7 | 232 |
| 2007 | 35 | 7 | 233 |
| 2007 | 35 | 8 | 234 |
| 2007 | 35 | 8 | 235 |
| 2007 | 35 | 8 | 236 |
| 2007 | 35 | 8 | 237 |
| 2007 | 35 | 8 | 238 |
| 2007 | 35 | 8 | 239 |
| 2007 | 35 | 8 | 240 |
| 2007 | 35 | 8 | 241 |
| 2007 | 35 | 8 | 242 |

# APPENDIX B1

**Chi-Squared analysis: Year of Journal**

This table provides the results from all the additional exploratory Chi-Squared analyses that were done for journal year by publication topic. As only the significant results were reported in the Results chapter the full scores attained can be seen herewith. The significant results have been highlighted (*)

| | **Chi²** | **P-value** |
|---|---|---|
| Year x Child, Youth & Family Development | $\chi^2_4 = 21.66$ | 0.0002** |
| Year x Civic Participation | $\chi^2_4 = 1.70$ | 0.79 |
| Year x Crime, Violence & Safety | $\chi^2_4 = 16.36$ | 0.002** |
| Year x Dynamics of Social Exclusion | $\chi^2_4 = 12.95$ | 0.01** |
| Year x Ecological Systems | $\chi^2_4 = 10.93$ | 0.03* |
| Year x Mental & Physical Health, Illness & Injury | $\chi^2_4 = 3.95$ | 0.41 |
| Year x Psychological Sense of Community & Social Support | $\chi^2_4 = 4.41$ | 0.35 |
| Year x Research, Intervention Execution & Evaluation | $\chi^2_4 = 2.98$ | 0.56 |
| Year x Sexual Outcomes & HIV-related | $\chi^2_4 = 0.37$ | 0.98 |
| Year x Substance Use & Abuse | $\chi^2_4 = 8.09$ | 0.09 |

* - Significant at 0.05 level of significance

** - Significant at 0.01 level of significance

# APPENDIX B2

**Chi-Squared analysis: Publication type**

This table provides the results from all the additional exploratory Chi-Squared analyses that were done for publication type by publication topic. As only the significant results were reported in the Results chapter the full scores attained can be seen herewith. The significant results have been highlighted (*)

| | **Chi²** | **P-value** |
|---|---|---|
| Publication Type x Child, Youth & Family Development | $\chi^2_3 = 4.47$ | 0.21 |
| Publication Type x Civic Participation | $\chi^2_3 = 5.21$ | 0.16 |
| Publication Type x Crime, Violence & Safety | $\chi^2_3 = 3.08$ | 0.38 |
| Publication Type x Dynamics of Social Exclusion | $\chi^2_3 = 1.60$ | 0.66 |
| Publication Type x Ecological Systems | $\chi^2_3 = 2.56$ | 0.47 |
| Publication Type x Mental & Physical Health, Illness & Injury | $\chi^2_3 = 21.59$ | <0.0001** |
| Publication Type x Psychological Sense of Community & Social Support | $\chi^2_3 = 3.53$ | 0.32 |
| Publication Type x Research, Intervention Execution & Evaluation | $\chi^2_3 = 27.49$ | <0.0001** |
| Publication Type x Sexual Outcomes & HIV-related | $\chi^2_3 = 2.37$ | 0.50 |
| Publication Type x Substance Use & Abuse | $\chi^2_3 = 1.19$ | 0.75 |

* - Significant at 0.05 level of significance

** - Significant at 0.01 level of significance

# APPENDIX B3

**Chi-Squared analysis: Method used**

This table provides the results from all the additional exploratory Chi-Squared analyses that were done for method used by publication topic. As only the significant results were reported in the Results chapter the full scores attained can be seen herewith. The significant results have been highlighted (*)

| | **Chi²** | **P-value** |
|---|---|---|
| Method x Child, Youth & Family Development | $\chi^2_2 = 10.42$ | 0.006** |
| Method x Civic Participation | $\chi^2_2 = 6.34$ | 0.04* |
| Method x Crime, Violence & Safety | $\chi^2_2 = 3.70$ | 0.16 |
| Method x Dynamics of Social Exclusion | $\chi^2_2 = 1.28$ | 0.53 |
| Method x Ecological Systems | $\chi^2_2 = 1.09$ | 0.58 |
| Method x Mental & Physical Health, Illness & Injury | $\chi^2_2 = 5.02$ | 0.08 |
| Method x Psychological Sense of Community & Social Support | $\chi^2_2 = 6.45$ | 0.04* |
| Method x Research, Intervention Execution & Evaluation | $\chi^2_2 = 3.94$ | 0.14 |
| Method x Sexual Outcomes & HIV-related | $\chi^2_2 = 1.43$ | 0.84 |
| Method x Substance Use & Abuse | $\chi^2_2 = 5.73$ | 0.06 |

* - Significant at 0.05 level of significance

** - Significant at 0.01 level of significance