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Whom do we study: An analysis of diversity in the community psychology literature from 1973 to 2007

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WHOM DO WE STUDY: AN ANALYSIS OF DIVERSITY IN THE
COMMUNITY PSYCHOLOGY LITERATURE FROM 1973 TO 2007

A Thesis

Presented in

Partial Fulfillment of the

Requirements for the Degree of

Master of Arts

BY

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MAY 26th, 2010

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VITA

The author was born in Munster, Indiana, February 4th, 1985. He graduated from Andean High School and received his Bachelor of Sciences degree in Social Psychology from Loyola University Chicago in 2006. He is a graduate student member of the Society for Community Research and Action, the Midwest Psychological Association, and the American Evaluation Association.

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CHAPTER I. INTRODUCTION

One of the values central to community psychology since its founding has been the value of diversity, not only diversity in terms of race, gender, sexuality and disability, as is discussed in this study, but also a diversity of methodologies, world views, and disciplines. Community psychology holds among its core values respect for diversity and social justice (Dalton, Elias, & Wandersman, 2007) and has long espoused inclusiveness and collaboration. These values largely define the field. Community psychology has established for itself goals, aspirations, and values which it believes put it at the forefront of the applied sciences and distinguish our field from more traditional scientific inquiry.

Approximately 40 years after its inception, community psychology is still detailing, debating, and adapting its culture. This study aims to capture the rate and extent of inclusion of four domains of diverse populations in the community psychology literature. The study examines all articles in the *American Journal of Community Psychology (AJCP)* and *Journal of Community Psychology (JCP)* from 1973 to 2007 for the inclusion of diverse populations. For this study diversity will be examined in terms of race and ethnicity, gender, sexual identity and orientation, and disability

Despite the fact that community psychology has long publicly acknowledged the importance of incorporating the voices and concerns of marginalized populations, an objective increasingly acknowledged by psychology as a whole, there have been many voices from within the field claiming that this

incorporation of diversity has not been fully actualized. It is therefore important for the field of community psychology to be reflective on the historic inclusion and exclusion of diversity in its literature.

While diversity by definition covers countless areas, for the purpose of the proposed study, the domains of diversity which are examined are race and ethnicity, gender, sexual identity and orientation, and disability. This approach is similar to Trickett, Watts, and Birman's (1994) definition of human diversity as the cultural, ethnic, and racial background of different groups, including individuals who have been disenfranchised or oppressed because of their age, disability, gender, and sexual orientation. These domains represent some of the most historically marginalized populations; however, it is important to understand that diversity is not limited to the marginalized or sometimes called "minority" populations within a domain, but instead refer to the entire spectrum of diversity within a domain, including the dominant or majority group (Watts, 1992).

Too often dominant groups are left out of discussions of diversity. This omission is a typically an inadvertent way in which these dominant identities become "normed" in such discussions (Sampson, 1993). The idea is essentially that when a dominant group, Caucasians for example, are left out of discussions of diversity, in this case racial diversity, the term diversity in this model then comes to mean anything that is different than Caucasian. This process mischaracterizes diversity and reinforces perceptions of Caucasian as being the normal or natural race (Ward, 2008). Evident of this "absent standard" phenomena is the way that discussions of diversity in sexual orientation often fall

into a pattern in which heterosexuality is assumed as the norm and everything else is categorized as diverse; this pattern is termed heteronormativity (Ward & Schneider, 2009).

For this study diversity coding includes the whole spectrum of diversity within these domains per Watts' (1992) recommendations including Caucasian, male heterosexual and able bodied in their respective domains. An article that does not discuss ethnic groups, for example, would not be considered a "Caucasian article" or an article that does not mention lesbian, gay, bisexual or transgender (LGBT) populations a "heterosexual article". Doing so would imply that those populations are merely defined by the absence of other populations. Instead this study is interested in those articles that explicitly address "dominant" group contents, such as whiteness and heterosexuality.

Diversity in Psychology

While diversity currently appears to be a relatively popular topic in psychology, there is a well documented historic deficit in research addressing marginalized populations. The most documented of these historical under representations in main stream United States psychology is probably that of ethnic diversity. Graham (1992) for example found that in a selection of six American Psychological Association journals, *Developmental Psychology*, *Journal of Applied Psychology*, *Journal of Consulting and Clinical Psychology*, *Journal of Counseling Psychology*, *Journal of Educational Psychology*, and *Journal of Personality and Social Psychology* covering the 20 years from 1970 to 1989, only 3.6% of articles published were African American-related. There have also been a

number of studies examining the inclusion of ethnic minority-related content. Iwamasa and Smith (1996) for example, found that over three behavioral psychology journals, *Behavioral Assessment*, *Behavior Modification*, and *Behavior Therapy*, only 1.31% of the articles published in those journals focused on U.S. ethnic minority groups.

Even more troubling are Santos de Barona's (1993) findings that in 11 journals published by the American Psychological Association the number of articles focusing on ethnic minorities in the US actually showed a steady annual decrease from the 1970s to early 1990s. Also worth noting is that of the articles that did focus on ethnic minorities, the majority of those articles focused on African Americans (Iwamasa & Smith, 1996).

There is much less empirical research surrounding the historical inclusion of women, sexual minorities, and those with disabilities in psychological research. The greatest representation of the call to action for the inclusion of these groups has come at the professional level. These protests have come both in the form of calls for the targeted recruitment of members of these groups as psychologists. In the case of women who make up a sizeable portion of the academy, many have pushed for greater recognition of the contributions of women to the field.

Scarborough (2005) emphasized that there has been a historic lack of appreciation for the contributions of female psychologists, but also seems optimistic. She points out that greater acceptance of and openness to female psychologists has helped affect the social values and operations of psychology as a professional discipline. For example during psychology's first 80 years, two

women held the presidency of the APA, but in the last 30 years, eight women have been elected (5% compared to 27%).

The inclusion of gay, lesbian, and transgendered individuals in psychology has been particularly complicated. Prior to the American Psychiatric Association's 1973 decision to remove homosexuality from the *Diagnostic and Statistical Manual of Mental Disorders*, the majority of research involving LGBT populations focused on whether or not homosexuality should be considered a mental illness (Bayer, 1987). The APA decision to remove homosexuality from the DSM ushered in a second wave of research on the experience of gay and lesbian individuals. This research later expanded into research around the prevention of HIV/AIDS. Gainor (2000) indicates that despite greater attention being paid to gay and lesbian issues in psychology there has been far less research on transgendered peoples, which is still currently considered, under the labels of transvestic fetishism and gender identity disorder, a psychiatric disorder in the current edition of the DSM.

Disability as an element of human diversity is, like sexuality, a more recently embraced concept in mainstream scientific research (McDonald, Keys, & Balcazar, 2007; Dorrick & Keys, 2001; Blanchet, Klinger, & Harry, 2009). Research in psychology around physical and sensory disabilities has historically been limited to rehabilitation and coping, a focus not congruent with the field of disability studies (Olkin & Pledger, 2003). Like many areas which are built around minority and/or oppressed groups, the field of disability studies' development took place relatively removed from psychology (Lawthom &

Goodley, 2005). While the inclusion of disability of an area of diversity has increased in psychology, it is still often taking place in a rehabilitation model (Olkin & Pledger). Harper (1991) argues that to not incorporate the new paradigm in disability research will not only fail to produce positive understanding of disability but could actually perpetuate the academic divide between able and disabled individuals.

Diversity in Community Psychology

Community psychology counts amongst the field's founding values a respect for and interest in human diversity and in particular the acknowledgment in the importance of giving voice to ethnic minorities and other marginalized groups (Rappaport, 1984; Snowden, 1987; Trickett, et. al, 1993). This historic commitment to diversity is considered by many to be a defining characteristic of community psychology and a key to its development and growth as a field (Toro, 2005). However, despite the fact that community psychology has explicitly put forth a framework embracing diversity, many researchers have pointed out historic deficits in the inclusion of racial, gender, sexual, and ability diversity in both the academy's membership and in the research put forth in community psychology publications (Loo, Fong, & Iwamasa, 1988; Trickett et. al, 1993).

As with the broader field of psychology, race and ethnicity is arguably the most often mentioned domain of diversity in community psychology. Martin, Lounsbury, and Davidson (2004) found that in a random sample of 132 articles published in *AJCP* between 1993 and 1998, 25% qualified as diversity articles. In their study, diversity was understood as an article investigating diverse groups

including ethnic/racial groups, sexual-orientation, age-specific groups, and religious/spiritual groups or articles referring to the understanding of groups disenfranchised or oppressed for reasons such as age, disability or belief as determined by the research team. This study's diversity scope is broader than the current study's in that it addresses more domains of diversity, however by focusing only on disenfranchised or oppressed groups it does not capture the inclusion of critical analysis of dominant groups. Similar to the finding in Iwamasa and Smith's (1996) analysis of behavioral psychology journals, articles relating to African Americans were the most commonly occurring group in articles coded as diversity related. This lack of diversity within the domain of race and ethnicity can at least partially be ascribed to the difference in relative population size in the United States, however even accounting for these differences does not explain the large discrepancies in inclusion (Iwamasa & Smith, 1996). Moreover community psychology's approach to diversity should take particular focus on small, underserved populations (Trickett, 1996).

Bernal and Enchautegui-de-Jesus (1994) found that less than 4% of articles published from 1973 through 1992 in *AJCP* and *JCP* focused on Latino/as or had samples in which Latino/as comprised at least 15% of the participants. Loo et. al (1988) analyzed 1,883 articles from 3 community psychology journals published from 1971 to 1985 in order to determine how many of them related to cultural relativity and diversity. They concluded that only 13% of analyzed articles furthered the goals of cultural diversity. Additionally, they found that there was an increase in the proportion of articles devoted to cultural diversity and

ethnicity over the period of analysis and that the inclusion of articles focusing on African Americans and Latinos was notably higher than the inclusion of articles on Asian Americans or Native Americans.

In their history of women and feminist perspectives in community psychology, Bond and Mulvey (2000) noted that for the first ten years following the founding of community psychology at the Swampscott conference (the proceedings of which included only one woman and no racial minorities [Trickett et. al, 1993]) the invisibility of women's issues was normative. It was not until the late 1970s that women and feminist issues gained initial attention within the field. Supporting this model is Angelique and Culley's (2003) analysis of *AJCP* and *JCP* articles from 1973 to 2000, in which they reported identifying 89 articles which contained feminist content. Examination of the articles coded as such show that the number of articles considered to have feminist content greatly increased over time. Of the 89 articles including feminist content, only 27 were published before 1990.

While there is not as extensive documentation on the historic inclusion LGBT peoples and those living with physical disabilities in the community psychology literature when compared to race and ethnicity, there have been several notable calls for action regarding the inclusion of these populations. D'Augelli (1989) pointed out the large scale failure of community psychology to address the needs of the Lesbian, Gay, Bisexual, and Transgendered communities. In a review of articles published in *AJCP*, *JCP*, and the *Community Mental*

Health Journal, he noted that there had only been 4 total articles on LGBT issues between 1965 and 1985.

While still small, an analysis of articles published in *AJCP* and *JCP* from 1973 to 1998 showed significant increase in the rate of inclusion of LGBT populations since 1985, finding 22 (or roughly 1% of all articles published) articles focused on LGBT populations (Harper & Schneider, 1999). As was the case in analyses of racial and ethnic diversity, these articles were not evenly distributed across subgroups in this domain but tended to focus on gay men or both gay and bisexual men. In their call to action around LGBT issues, Harper and Schneider (2003) applauded what they saw as a growing acknowledgement in community psychology on the necessity for greater inclusion of LGBT populations. Nonetheless they called for greater inclusion, diversity, and understanding of LGBT populations citing the great amount of need remaining.

Lawthom and Goodley (2005) suggested that the manner in which mainstream psychology addresses disabled peoples was exclusionary and counterproductive. They suggested that the way to remedy this problem would be through bringing together the ideas of community psychology and disability studies. Dowrick and Keys (2001) point out that although the fields of disability studies and community psychology have shared similar growth since the 1960s, they have not managed to effectively leverage their separate efforts for a collaborative purpose. The authors, like Lawthom and Goodley, see a great deal of possibility in the intersection of disability studies and community psychology. Dowrick and Keys (2001) found that only 12 articles in the four most commonly

read U.S. community psychology journals published in the 10 years prior to their paper had disabilities as their primary content.

Intersections of Diversity

One area that is even rarer than the inclusion of a marginalized or minority population is research that discusses the intersections (or overlaps) of domains of diversity. In 1997 a Special Issue of the *American Journal of Community Psychology* was published on the challenges of dual minority status for women of color. In her opening commentary to that issue, Gillespie asserted that the contents of *AJCP* in the previous 10 years were diverse and reflective of community psychology's core areas. She argued however, that despite this diversity, there had been little to no inclusion of dual minorities.

McDonald et. al (2007) pointed out the historic failure of the field to include research regarding disability as a domain of diversity. The authors of this article did much to highlight the need for research concerning the intersections of disability with other domains of diversity. Disability studies, they argued, had primarily captured the experiences of white males with physical disabilities. This narrow focus meant that such studies have missed out on diversity both within the domain of disabilities and across diversity domains. This limited focus is not limited to disability diversity. For example, critiques have been made of the lack of inclusion of women of color in the analysis of women's issues (Angelique & Culley, 2003; Bond & Harrell, 2006) and the lack of inclusion Asian American in the analysis of United States racial minorities (Iwamasa & Smith, 1996).

These domains do not exist in static, separated locations. Therefore, the lack of inclusion of these intersecting diversities means that we have a much poorer understanding of each of these domains (Block, Balcazar, & Keys, 2001). Moreover, without investigating individuals within their full context, it is impossible to document and develop understanding on how these intersections affect the experience of the individual in addition to the individual domains.

Rationale

This study went beyond the previously conducted analyses of the community psychology literature which allows for a holistic analysis of the inclusion of diverse populations in the psychological literature. While there have been similar analyses in the past, these studies have constrained utility based on three potential limitations which this study will be able to overcome through its design and procedure.

1. Past studies focused on a smaller portion of time than the current study.

These periods ranged from as short as 5 years (Speer et al., 1992) to as long as 28 years (Bond & Mulvey, 2000).

2. Past studies focused on one element of diversity such as only one domain (such as sexual diversity in Harper & Schneider, 1999) or only a particular group (such as Latinos in Bernal & Enchautegui-de-Jesus, 1994).

3. There is not currently a single long term published study of all 4 of the domains of diversity contained in the proposed study. Studies which have attempted to discuss issues of diversity in the literature over multiple domains and over a broad scope of years have had to do so by integrating

the findings of multiple reviews of the literature over time. However, these studies each used their own raters, and coding systems, and had their own objectives guiding their research.

4. No study systematically documented the inclusion of articles on the intersections of diversity in the community psychology literature.

The current study allowed for the 35 year period from 1973 to 2007 to be analyzed using the same rating criteria and raters allowing for consistency across the entire scope of the analysis. This study captures the entirety of the literature from the beginning of *AJCP* and *JCP* up until 2007, expanding even the broadest scope in any previous studies. The breadth of the study's analysis of diversity allows it to paint a more holistic picture of the historical inclusion and exclusion of diversity in the community psychology literature and to allow it to analyze the intersections of these groups, an area of diversity that is still greatly under examined.

The findings of the study shine a light on the historic inclusion of diverse populations within community psychology. It provides concrete data on the amount of literature appearing in *AJCP* and *JCP* which deal with these groups and what populations within these broader categories of diversity. Having a detailed understanding of the inclusion of diverse populations in the field of psychology is crucial. It helps inform the discussion on how well community psychology has done in embracing and investigating its value of diversity as well as possibly aiding in future development of the field.

Research Questions

- I. What populations have been included in the community psychology literature?
 - a. What racial and ethnic groups have been included, and to what extent?
 - b. What gender groups have been included, and to what extent?
 - c. What sexual orientation and identity groups have been included, and to what extent?
 - d. What ability groups have been included, and to what extent?
- II. To what extent have there been intersections (or overlap) of these groups in the research?
 - a. What types of intersections have been represented in the literature?
- III. How has the frequency of inclusion of these groups, as well as their intersections, in the community psychology literature shifted over the course of 35 years?

CHAPTER II. METHOD

This study examines the inclusion of diverse research populations in community psychology. It attempts to capture both the *who* and the *to what extent* of community psychology's inclusion of diversity in the areas of race & ethnicity, gender, sexuality, & disability. The proposed methods to be used are outlined below.

Scope

In this study, establishing scope was very important. Several factors were taken into consideration when deciding the scope of the study. As discussed earlier, this study takes a very broad scope compared to the majority of comparable studies that have been conducted in the past. The two main considerations in determining scope were the journals and years to be included. One consideration is the interdisciplinary nature of community psychology results in the publication of community psychologist's work in a great number of journals both within and outside the field of community psychology and indeed outside of psychology, and even academia. This range of outlets can make choosing journals problematic, for example in order to try and capture a greater breadth in their analysis of the community psychology literature, McClure et. al (1980) included four journals; the *American Journal of Community Psychology*, the *Journal of Community Psychology*, the *Community Mental Health Journal* and the *Journal of Applied Social Psychology*. Additional journals that have been

cited as indicators of trends in community psychology include the *Journal of Primary Prevention* and the *Journal of Community Health* (Martin et. al, 2004).

For this study, however, two journals were chosen, the *American Journal of Community Psychology* and the *Journal of Community Psychology*. These journals were selected because they are, by impact, the two most prominent journals in the field of community psychology. Although community psychologists often publish outside of these community psychology journals, they are viewed to be central to and representative of the body of scientific literature in community psychology (Jason et. al, 2007). The timeframe for this study was chosen with the goal to best capture the field of community psychology throughout its history. The starting point of 1973 and ending point of 2007 were chosen in order to capture the greatest breadth in which articles for both journals were available while allowing for division into five-year periods for analysis. As previously mentioned in the rationale section, a major goal of this study is to go above and beyond previous analyses of the community psychology literature which capture smaller swaths of the literature. This study provides a uniform and consistent analysis of the literature over the entire span of the two journals from their publication through 2007, their 35th year of publication.

A total of 3,007 articles were coded for this study. Table 1 below gives the number of articles coded for each article and for each 5 year block of time.

Table 1. Number of Articles by Journal and Time Period

Years	Number of Articles AJCP	Number of Articles JCP	Total Number of Articles
1973-1997	173	302	475
1978-1982	252	248	500
1983-1987	216	202	418
1988-1992	235	168	403
1993-1997	190	149	339
1998-2002	183	217	400
2003-2007	229	243	472
Total	1,478	1,529	3,007

Coding Procedures

Articles falling in the scope of this project were divided amongst the coding team for analysis. The lead researcher developed the process for coding in consultation with experts in the field and undertaking the bulk of the coding. Each member of the coding team was trained in the coding process and have input into the construction and delineation of the codes. The coding team was made up of 3 individuals, including the primary investigator, all of whom are graduate students in psychology with a familiarity with community psychology. After the initial set of articles (50 articles from 1975 and 2005) were categorized in order to establish inter-rater reliability across the coding team (see reliability and validity), coding was formally begun. Articles were accessed either online through Springer (*AJCP*) or Wiley (*JCP*) full text services or through hard copies available at the campus library. Coders worked independently of one another coding the articles. Each article was coded for the following variables:

Table 2: Data set variables

Coder	Name of coding team member
Year	Year of publication
Journal	<i>AJCP</i> or <i>JCP</i>
Author	Last name of the first author
Article Type	Procedural Article or Research, Theory, and Intervention
Population	The population served, studied, or described in the article

These codes served multiple purposes including helping in organization and analysis of the data. Article type was used to identify procedural articles in contrast to other substantive scientific articles that focused on theory, research and/or interventions. Procedural articles are articles or sections appearing in the journal that do not contribute to theory or report on research or interventions but instead update the readership on some news or book keeping. Such articles appear somewhat frequently. Some of the commonly reoccurring procedural articles include: introducing a new president or editor, addressing changes in the journal or announcing award recipients. These articles were coded as procedural articles and were not included in analyses. The year variable allowed for charting trends in the data as well as for aggregating five year chunks for further analysis. Likewise, the journal variable allowed for comparison between the two journals, an option not used subsequently in the present study. Additionally, the research team used the Year, Journal, and Author variables later in the study to identify the correct codes from the random sample of authors contacted for the member check (see Reliability and Validity section).

An initial pilot study was conducted analyzing *AJCP* articles from 1995 to 2005 (Gutierrez, Milner, Temperato, & Janulis, 2008). The pilot study generated 92 codes in 12 categories. The pilot study was guided by the pre-identified categories in order to generate more specific codes, 4 coders worked on the pilot study and had a percent agreement (using Holsti's method of .84). The code list generated by the pilot study (See full list in Appendix A) uses numerical representations within each category so that the data could be coded in a quantitative manner with each category being a variable and each code a possible level of that variable. Therefore, there is some degree of overlap in the codes in order to ensure that one level of a variable could adequately describe the population(s) addressed in a given article.

This approach was not however be used in the current study. While the code list did provide a starting reference point for the coders to work with, this study used an emergent coding scheme in which coders entered relevant population information as a string variable (or multiple string variables, one for each population code in a study). Multiple population variables are necessary due to the way that SPSS interprets non numerical data. Since coding an article for the populations Latino and gay men would cause SPSS to interpret it as separate variables from both Latino and gay men, it is easier to code articles in separate SPSS columns for each population tag and treat all the resulting population variables as one dependent variable to be aggregated during data analysis (this is explained in greater detail in the analysis section). The goal of this process was to capture the population as specified in the article in a way that is as true to the

author's language as possible. Accuracy was assured by treating each population, as described by the article as an emergent code. Additionally, this project comments on overall inclusion of populations (e.g. Latino) so those emergent codes were then combined with related codes (e.g. Mexican America, Puerto Rican, and Hispanic) and domains (e.g. race and ethnicity). This process allowed the project both to report the specifics of the groups included in the community psychology literature as well as to generalize about the overall inclusion of diverse populations.

The process of actually generating the codes was ongoing throughout the data collection, and to some extent continued into the data analysis phase of the study. Several questions and concerns arose from the pilot study. The pilot study allowed for a refinement of the conceptualization of coding so that an entry could be coded based on the spirit/intention of the article and not just the participants. The nature of community psychology, by definition considers far more than the person level, therefore a study of populations served which only focused on study participants would represent only a small percentage of the literature. This study looks at the domains and intersections of diversity in the articles at all ecological levels. For instance, consider Rolleri, Wilson, Paluzzi, and Sedivy (2008) which, although not in the scope of the pilot or current study, does excellently demonstrate the coding considerations when population does not entirely capture the intent or impact of a study. In this study (see appendix B), the researchers examine the ways in which teen pregnancy coalitions could be improved. However, even though this article is about making the coalitions more efficient, it

is the author's opinion that the beneficiary also must be coded for analysis. Therefore, if this article was to be included, it would not just be coded as an organization but would also receive a coding as female related.

It was crucial for this study's success that the coding schema was discussed by the research team throughout the study. These discussions served to maintain consistency across often complicated coding considerations. They also helped ensure that the decisions regarding the manner in which coding transpired were recorded in a decision tree. Moreover, the reasoning behind these decisions was recorded and challenged to ensure their quality.

There were both benefits and drawbacks to the use of an emergent coding scheme. The major drawback of this approach was the time commitment. Since coders were working independently, it was crucial that they be trained to identify potential codes in articles. Also, the research team met frequently to address issues or questions that arise during coding. This training allowed raters to ensure that they were on the same page. Any questionable article or code was discussed by the entire team as opposed to each rater making totally independent decisions in instances where a code or codes may not have been clear. Additionally, the use of non standardized codes resulted in a much longer and more involved analysis process which is discussed in more detail in the results section. The benefits to this approach far exceeded the costs as they allowed the researchers to better fit the codes to the articles. Otherwise there is a potential confound in trying to fit content into preexisting codes that may not best define them (Patton, 2002). This approach allows for more accurate and sensitive coding of the data and ideally

contributes to the fidelity of the findings. The development of the codes is described in detail in the following section.

Reliability and Validity

In a study which utilizes the content analysis approach of capturing content based themes, there is a reliance on individual interpretations of cases. It is therefore very important to be able to empirically support that those judgments are shared across coders (Potter & Levine-Donnerstein, 1997). In fact, the establishment of inter-coder reliability is often perceived as the standard measure of the research quality of such designs (Kolbe & Burnett, 1991; Rourke, Anderson, Garrison, & Archer, 2001). Unfortunately, there is little agreement in the literature on which methods of establishing inter-rater reliability are preferred (Neuendorf, 2002; De Wever, Schellens, Valcke, & Van Keer, 2006). Many articles simply do not report inter-rater reliability (Lombard, Snyder-Dutch, & Bracken, 2002). Despite the fact that percentage agreement is typically not considered rigorous enough, one study of content analyses found that 65% of the studies examined used simple percent agreement as their measure of inter-rater reliability (Hughes & Garret, 1990).

To ensure the reliability of the coding across raters, each of the 3 coders working on the project coded a sample set of 50 articles. The set was comprised of 25 randomly selected articles from the year 2000 in the *AJCP* and 25 randomly selected from the year 1980 in *JCP* for comparison. The resulting codes were then compared to those codes developed by the coding team. Inter-rater reliability was calculated using two separate methodologies. Firstly, percent of agreement was

calculated using Holsti's Method (Holsti, 1969) and secondly Cohen's Kappa was calculated in order to establish percent agreement controlling for chance agreement (Cohen, 1960; Neuendorf, 2002). The formulas for each are;

Equation 1: Holsti's Formula (Holsti, 1969)

$$PA_O = 2A / (n_a + n_b)$$

Where PA_O stands for the percent agreement, A is the number of agreements between two coders and n_a and n_b are the number of units coded by coders A and B respectively.

Equation 2: Cohen's Kappa Formula (Cohen, 1960)

$$k = [\text{Pr}(a) - \text{Pr}(e)] / 1 - \text{Pr}(e)$$

Where $\text{Pr}(a)$ is the relative observed agreement among raters, and $\text{Pr}(e)$ is the hypothetical probability of chance agreement, using the observed data to calculate the probabilities of each observer randomly saying each category

Inter-rater reliability was assessed at 3 time points; once before coding and twice during coding to check for coding drift. Inter-rater reliability prior to principal coding initially generated a percent agreement of 78% and a Kappa of 77.19% (agreement on 39 out of 50 articles). As this was under the generally accepted level of 80%, coding was reviewed with the coding team prior to reestablishing inter-rater reliability. A second round of coding was undertaken using a new set of 50 articles (25 from *AJCP* in 1995 *JCP* 1985). This round of coding generated a percent agreement of 86% and a Kappa of 85.73% (agreement for 43 out of 50 articles) at time 1. With adequate inter-rater reliability

established, coding began. To protect against potential coder drift, additional checks were conducted after roughly a third of coding and again after two-thirds of coding. Subsequent checks of inter-rater reliability also yielded statistics higher than accepted standards, percent agreement of 84% and Kappa 83.45% (42 of 50 articles) for time 2 and percent agreement of 92% and Kappa of 91.66% (45 out of 50 articles) for time 3.

In order to validate the findings of this study, a member check was used. A member check is essentially taking the analysis and presenting it to the individuals who provided the data in order to establish the validity of coding (Lincoln & Guba, 1985; Van de Mheen, Coumas, Barendregt, & Van der Poel, 2006). During the coding procedure 50 articles were selected for member checking. For each article the first author was contacted via email with a short description of the research study and the coding procedures utilized (see Appendix C). The authors were then presented with the codes generated around the four areas of diversity by the coding team. The authors were asked if they agreed with the codes listed for their article, if they felt that additional codes were appropriate, and finally if they had any other questions or concerns about the codes or the study (see Appendix D).

Twenty-eight of the first authors contacted (56%) responded to the questionnaire. Of those 28 responding authors, 25 indicated that they agreed with the codes generated by the coding team. This yielded a percent agreement of 87%. Among the three authors who raised concerns regarding the coding of articles,

two indicated that their studies addressed diversity in terms of domains not included within the study and that to exclude them from the study's scope was problematic. The remaining discrepancy involved an article which included a racial categorization of results which did not include further comment on implications or grow out of a theoretical orientation, and therefore did not receive a race and ethnicity code from the coding team.

The question of validity of qualitative research is not a universally agreed upon concept. Authors like Rappaport (1990) argue that measurements of validity do not have a place in qualitative studies as the information captured is meant to be descriptive rather than predictive and specific rather than generalizable. While validity is not often discussed in qualitative research, several authors have made the case that steps like members checks can do much to establish face and content validity by establishing the credibility of findings (Lincoln & Guba, 1985; Neuendorf, 2002; Van de Mheen et. al, 2006). In the models put forth by these authors, validity is a measure of construct rigor rather than translational rigor (Golafshani, 2003). What this means in practice is that validity refers to a qualitative method's accuracy of interpretation, rather than to more traditional definitions of validity used in quantitative research like predictive and external validity. Instead qualitative research depends on internal validity to ensure that analysis is conducted in such a way as to remain faithful the theoretical orientation of the proposed analysis. The amount of member agreement found in the member check further demonstrates the validity of the codebook and coding process. While member checks have been criticized in the past based on the

concern that those providing the data may not be in the best place to objectively interpret their data (Angen, 2000), it is believed that due to the nature of the content in consideration (scholarly articles rather than personal information) this was not overly problematic.

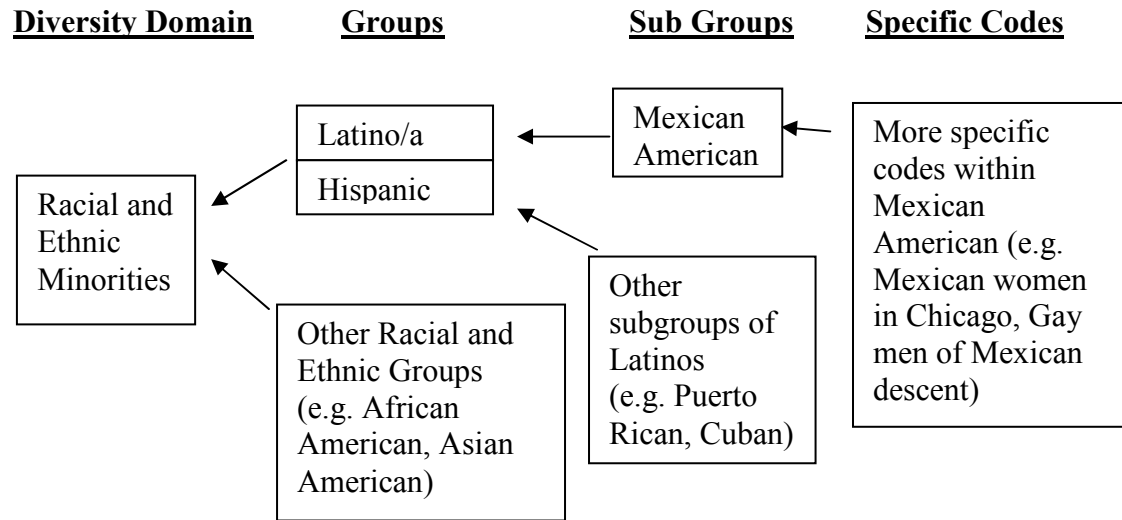
CHAPTER III: RESULTS

Code Development

The coding procedure produced a series of population codes for each article in the study's scope. Being emergent labels based on the verbiage used in a given article, codes could not immediately be aggregated. This procedure of multiple iterations, while longer and more involved, was designed to develop codes that more closely reflect the literature with higher fidelity and validity (Patton, 2003).

The first step in the coding process was to aggregate a list of all of the unique codes in the data set. This aggregation was accomplished by combining all individual year sets (70 total sets, 35 from *AJCP* and 35 from *JCP*) of participant codes together. This aggregating yielded all of the unique codes in the data. The research team then met to determine the coding tree. The coding tree serves two purposes. The first is to identify codes which refer to a similar or related population (example "gay men" and "men who have sex with men"). The second is to identify codes which relate to other codes. These relationships are the basis of the code trees. Figure 1 below illustrates how the code "Mexican American" relates to other codes in a tree.

Figure 1: Example code tree



By developing these standardized codes from the collected data, the research team was then able to go through the collected data and determine on a case-by-case basis what standardized codes have been met by a given case. This yielded yearly frequency data for each of the standardized codes. This yearly frequency data was the basis of both the descriptive and inferential analysis.

Coding Issues

While coding procedures set the mechanisms by which all codes were developed, there were many areas in which distinctions may need more clearly articulated boundary conditions. The following sections delineate coding conditions for areas in which there may be greater need for clarification around the coding qualifications.

Codes for race were often relatively straightforward. To qualify as a racially coded article, an article must specifically focus or comment on race in some way. Articles which included a racial breakdown of participants or results

which included race were not coded as race -related articles if they did not make an attempt to comment on race in their consideration of their theoretical approach or in the way they presented the implications of their findings.

A prime example of the boundary conditions of a racial code is the case of the “Caucasian” code. While many studies may include a predominately Caucasian sample, articles receiving this code would have to have specifically considered race in their study. A code which commonly accompanied articles which included Caucasian populations was “racial differences”. “Racial differences” was coded whenever a study compared two or more racial groups with one another.

Codes around gender and sexual orientation did not present many coding difficulties. In both instances cases were coded based on the specified focus of the study. For gender, articles coded as male were coded because the authors specifically focused on a male population and likewise for female. Articles were coded as gender differences when they specifically compared the experience or results of men and women. Like race, some studies included results analyzed by gender, but unless the study made some claim based on this analysis or gave a theoretical reason for doing so, such an article would not be included. Articles which focused on LGBT individuals without specifying a focus (gay and bisexual men, lesbian and bisexual women, transgender or transsexual individuals) were labeled LGBT (Gay, Lesbian, Bisexual, and Transgender).

The historic development of the understanding of disability made coding for this domain especially difficult. This study attempted to take a holistic

approach to disability. Therefore, articles were coded as disability articles if they focused on a population or services oriented towards a population with mental health needs, physical or motor impairments, cognitive/ developmental disabilities, or sensory disabilities. This holistic approach, while important to the theoretical approach to disability endorsed in this study and in contemporary disability studies, does conflict with the historic conceptualization and approach to disability and mental health needs in psychology.

This difficulty is particularly seen around psycho-emotional disabilities. This area entails mental illness, substance abuse, and the provision of mental health services. While these areas have not typically been considered from a disability framework in psychology (including in community psychology), these groups are part of a holistic understanding of disability. The three sub-codes for psycho-emotional disability were; people with mental illness/disorder, mental health services, and people with substance addictions. For mental illness/disorder and for substance abuse coding, articles were further specified if the article included more specific information such as the type of mental illness (example: schizophrenia), the point of access (example: institutionalized mental patients), or the particular addiction (example: heroin addicts). Mental health services was coded for articles that addressed the provision or delivery of mental health services rather than a particular mental health population. Examples of the later include understanding how people enter and utilize the mental health system (example Leong, 1994) or examining the effectiveness of hospitalization versus community care for psychiatric patients (Neffinger, 1981).

Analysis of articles in the *American Journal of Community Psychology* and the *Journal of Community Psychology* found that 49.78% of all articles (1,497 articles out of 3,007 total articles) included one of the four domains of diversity examined in this study. Of the diversity focused articles 16.25% dealt with race and ethnic diversity, 11.26% addressed gender, 1.39% diversity of sexuality and sexual identity, and finally 27.59% addressed disability. Additionally, 8.78% of articles dealt addressed two or more domains of diversity. The sections below explore the results in more detail for each of the four domains and their intersections.

Race

Race represented a large amount of the diversity articles included in the community psychology literature, making up 16.25% of all community psychology literature within the scope of this study (514 articles). Thirty-seven total codes were utilized in coding articles for race and ethnicity. The majority of those codes could be aggregated in to one of seven major racial and ethnic groupings. Twenty-one (4.09%) diversity articles referred to racial and ethnic minorities without further specification. Additionally, 26 (5.06%) articles focused on racial differences rather than including one or more racial groups in detail. Table 3 below lists the major racial and ethnic groups identified in the literature as well as the percentage of the racial diversity literature they represent.

Table 3: Racial/Ethnic Group Representation

	Number of Articles	Percent of All Articles	Percent of Race Articles
African Americans	153	4.84%	29.77%
Latino/as	144	4.55%	28.02%
Asians	80	2.53%	15.56%
Caucasian/European American	51	1.61%	9.92%
Native American/Alaskan Natives	28	< 1%	5.45%
Racial Differences	26	< 1%	5.06%
Non-specified minorities	21	< 1%	4.09%
Bi or Multi Racial	6	< 1%	1.17%
Middle East/Arab	5	< 1%	0.97%
Total	514	16.25%	--

There were also many prominent subgroups contained within the larger racial and ethnic codes listed above. Within the code Latino/a, for example, was made up of ten nationalities in addition to the 47.92% of articles dealing with Latino or Hispanic populations without further specifying national origin. Not surprisingly Mexican Americans (27.08%) and Puerto Ricans (11.11%) comprised the bulk of articles containing nationality-identified Latinos. A full accounting of Latino subgroups is listed in Table 4 below.

Table 4: Latino Subgroups

	Number of Articles	Percent of
Latino/Hispanic Not specified	69	47.92%
Mexican American	39	27.08%
Puerto Rican	16	11.11%
Cuban	5	3.47%
Central American	5	3.47%
Dominican	3	2.08%
Chilean	2	1.39%
Columbian	2	1.39%
Guatemalan	1	0.69%
Venezuelan	1	0.69%
Nicaraguan	1	0.69%
Total	144	--

Similarly, several subgroups were contained within the grouping Asian American. Thirty-two and half percent of articles addressing Asian-American populations did not further specify a national or ethnic group. A total of eleven national and ethnic subgroups were found in the community psychology literature. Chinese was the most commonly included (18.75%) followed by Japanese and Hmong, each comprising 7.5% of Asian-coded articles. Table 5 provides further detail for the Asian codes grouping.

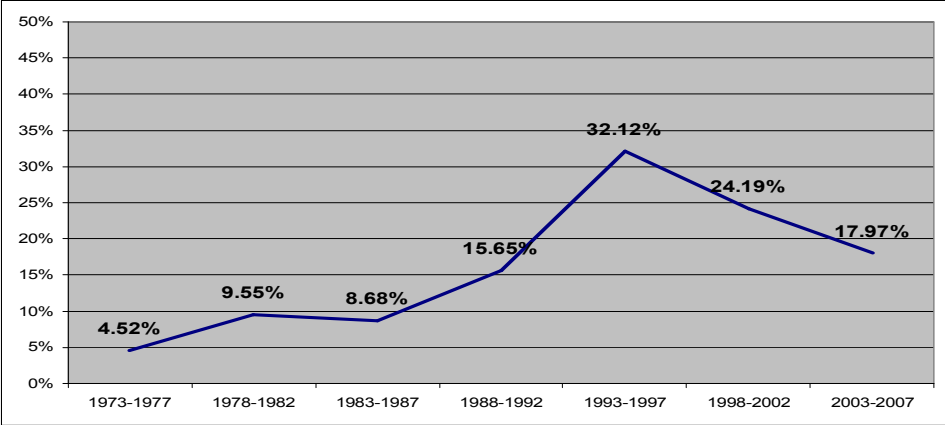
Table 5: Asian Subgroups

	Number of Articles	Percent of Asian
Asian American, not specified	32	40.00%
Chinese	15	18.75%
Japanese	6	7.50%
Hmong	6	7.50%
Cambodian	4	5.00%
Korean	4	5.00%
Vietnamese	4	5.00%
Laotian	3	3.75%
Chinese-Vietnamese	2	2.50%
Southeast Asian	2	2.50%
Taiwanese	1	1.25%
Filipino	1	1.25%
Total	80	--

There was a noticeable increase in the inclusion of racial and ethnic diversity in community psychology from 1973 until 2007. Figure 2 displays the change in the percent of the overall community psychology literature represented by articles dealing with racial and ethnic diversity. In the first 5 years of the study, articles dealing with race and ethnicity represented less than 5% of community literature. While in the 20-year period between 1988 and 2007, race and ethnicity

articles represented an average of 22.5% of all articles, with a peak inclusion rate of 32.12% in the period from 1993 to 1997.

Figure 2: Racial diversity inclusion in overall community literature (in 5 year blocks)



Change over time for individual groups presents a less coherent story. Table 6 presents change in the portion of racial and ethnic related articles represented by racial or ethnic group. Despite the overall increase in racial and ethnic inclusion in the community psychology literature, the change differed greatly from group to group.

Table 6: Racial and Ethnic Group Proportions over Time (in 5-year periods)

	1973-1977	1978-1982	1983-1987	1988-1992	1993-1997	1998-2002	2003-2007
African American	39.13%	12.24%	21.05%	34.33%	28.70%	37.14%	29.91%
Latinos	17.39%	34.69%	31.58%	28.36%	32.17%	31.43%	18.80%
Asians	0.00%	12.24%	10.53%	8.96%	28.70%	13.33%	14.53%
Caucasian	8.70%	6.12%	10.53%	17.91%	13.04%	8.57%	5.13%
Native American	13.04%	4.08%	18.42%	2.99%	2.61%	3.81%	5.98%
Racial Differences	21.74%	26.53%	7.89%	1.49%	2.61%	0.00%	0.85%

While African Americans made up the greatest single racial group coded over the period of the study, their inclusion rate, relative to other racial and ethnic groups, has not seen an increase; in fact, the opposite is true. While inclusion of Latinos in the period between 1973 and 1977 and in the period between 2003 and

2007 are quite similar, Latinos saw a boom in inclusion during the 25-year period between 1978 and 2002.

Asian Americans were not included in the first 5 years of the community literature. After that point Asian-American representation hovered between 12.24% and 12.53% of all racial diversity articles, with the notable exception of the period between 1993 to 1997. During that time period 28.70% of racial diversity articles focused on Asian Americans.

The most notable and enduring shift happened in articles focusing on racial differences. Racial differences made up 25% of a racial diversity articles in the first 10 years of the study (1973-1982), but only made up 2.46% of the racial diversity articles in the subsequent 25 years (1983-2007).

Gender

Gender-related articles comprised 11.26% of all articles in the scope of this study. Of those articles which dealt with gender, the majority of articles dealt with women, accounting for 8.19% of all articles. Articles focusing on males made up a significantly lower proportion of community psychology articles (1.96%), and the smallest portion of community psychology articles (1.11%) dealt with gender differences as opposed to a particular gender.

Table 7: Gender Diversity Inclusion

	Number of Articles	Percent of all articles	Percent of Gender Articles
Total Gender Articles	356	11.26%	--
Female Articles	259	8.19%	72.75%
Male Articles	62	1.96%	17.42%
Gender Differences	35	1.11%	8.99%

As can be seen in figure 3, there was been a general increase in the amount of gender- focused articles in the community literature; however, there has been a great deal of variation in the data between 5-year intervals. Most notably, in the period between 1988 and 1992 the inclusion rate of gender articles increased by almost 11% from the period between 1983 and 1987. After that jump, gender inclusion seemed to return toward rates that were somewhat closer to those of years past (although still higher) for the next decade. Then in the last five years of the study there was a similarly impressive spike.

Figure 3: Gender Articles Inclusion over Time

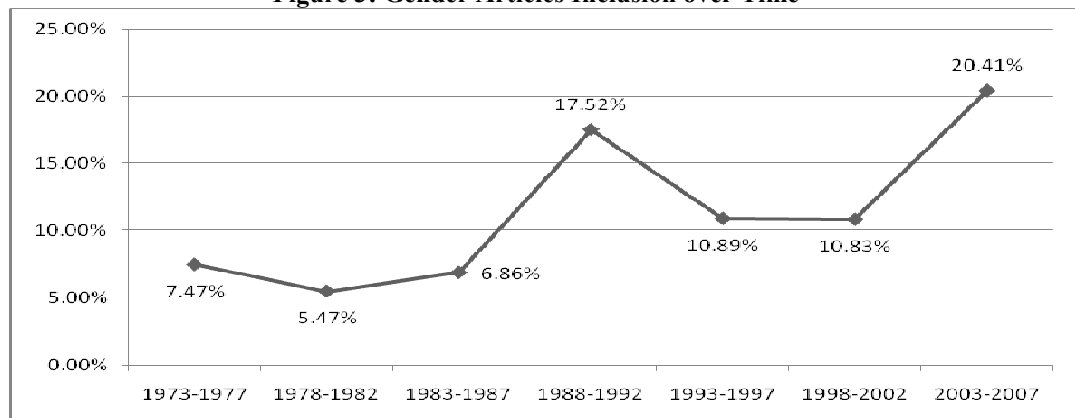
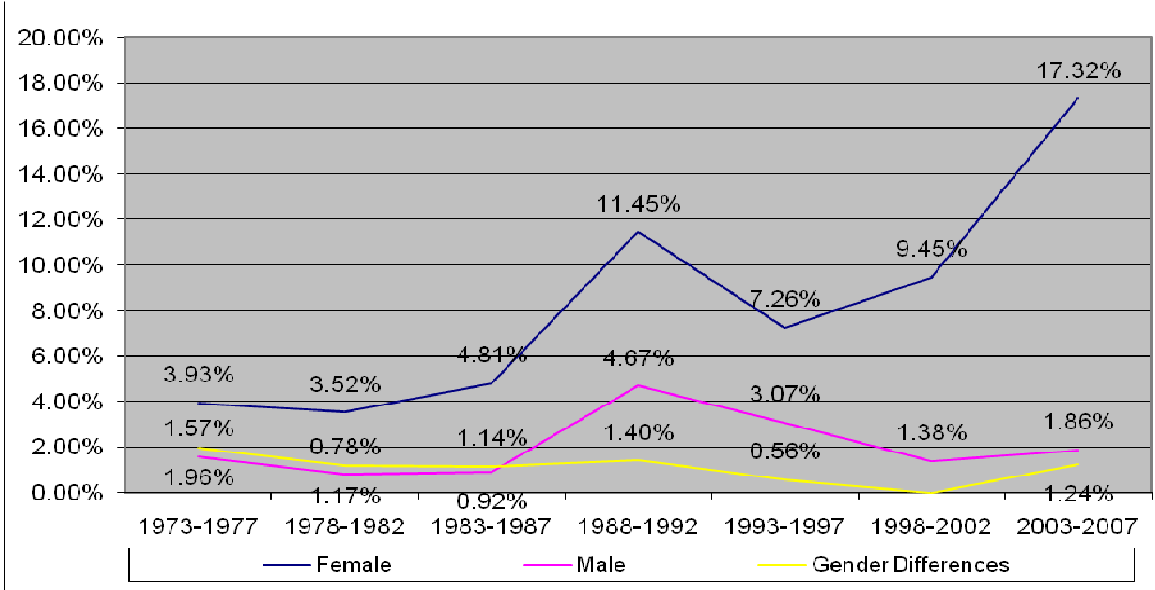


Figure 4 examines the ways in which specific gender codes have changed in overall inclusion rates of the course of the 35 years of the study's scope (figure 4). Articles focusing on women tend to follow a similar pattern of increase as that demonstrated in gender overall which is not surprising as they account for almost 3 quarters of gender articles. However, different patterns were observed for men and for gender differences. Inclusion of articles focusing on men seems to have grown from the beginning of the study until it reached a high in the period between 1988 and 1992. Then articles that included a focus on men slowly

declined, settling to between 1% and 2% of articles. Gender differences on the other hand remained relatively flat as a very small portion of articles (.78% to 1.86%). The notable exception was the period between 1998 and 2002 when there were no articles coded for gender differences.

Figure 4: Gender Group Inclusion over Time



Sexual Orientation and Identity

Articles focusing on sexual orientation and identity made up by far the smallest proportion of the community psychology articles of the four domains of diversity included in this study. Sexual orientation and identity articles made up only 1.39% (44 articles) of community psychology articles. Gay and bisexual men made up the majority of sexual orientation articles (59.09%) followed by articles which discuss lesbian, gay, bisexual, and transgendered sexualities as a whole (25%). Only 6 articles focused on lesbian women (13.63%) and only one article in

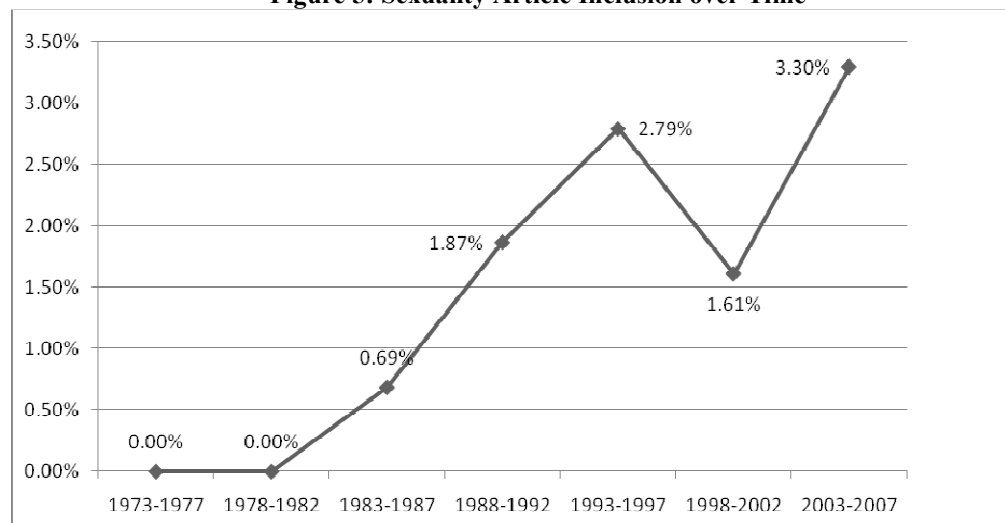
the scope of this study focused solely on transgendered individuals (Paxton, Guentzel, & Trombacco, 2006).

Table 8: Sexuality Articles Inclusion Rates

	Number of Articles	Percent of Overall Literature	Percent of Sexuality Articles
Total	44	1.39%	100%
Gay and Bisexual Men	26	0.82%	59.09%
LGBT	11	0.35%	25.00%
Lesbian Women	6	0.19%	13.64%
Transgender	1	0.03%	2.27%

Figure 5 shows the change in inclusion rates for articles on sexual orientation and identity over 5-year periods for the scope of the study. While the rates are still notably low compared to the other domains in the study, there has been a gradual increase in inclusion rates over the course of the study scope. Most notable is the fact that there are no articles coded for sexual orientation prior to 1983. This lack makes the fact that articles dealing with sexual orientation and identity comprised 3.3% of community psychology literature in 2003 until 2007 seem more meaningful if still underrepresented.

Figure 5: Sexuality Article Inclusion over Time



Disability

Disability presents a complicated set of coding challenges. While it is the aim of this study to take a broad approach to defining disability, it is also the case that such a definition encompasses populations which the author of the article did not intend as comprising disability. This study takes the approach of including as wide a variety of disability articles as possible. It proceeds to present data in such a way that it is possible to understand the groups which were included in the coding and the amount of the community psychology literature they account for.

The current understanding of disability, as articulated by the disability studies literature includes any person unable to perform to the socialized norm in any of the four key areas of ability; physical, sensory, cognitive/developmental, and psycho-emotional (Keys, McDonald, Myrick, & Williams, 2008). This study coded articles as including diversity in disability if they included one or more of these populations, or services targeted to their disability. Table 9 gives inclusion rates for the 5 specific disability groups coded within disability as well overall inclusion totals for disability.

Table 9: Disability Articles

	Total Number of Articles	Percent of All Articles	Percent of Disability Articles
Total Disability Articles	847	28.13%	100%
Psycho-Emotional Disability	770	25.61%	91.02%
<i>Psycho-Emotion Disability not including Mental Health Services</i>	452	15.03%	53.43%
Cognitive and Developmental Disabilities	46	1.50%	5.32%
Physical Disability	20	0.67%	2.36%
Disability in general or not otherwise specified	8	0.27%	0.95%
Sensory Disability	3	0.10%	0.35%
<i>Total Disability Articles not including Mental Health Services</i>	530	17.59%	--
<i>Total Disabilities not including Psycho-Emotional Disability</i>	77	2.53%	--

As Table 9 demonstrates, the vast majority of the coded disability articles are for psycho-emotional disabilities (770 articles, 91.02% of all disability articles). Of those articles a large proportion deal with mental health services (318 articles). Without the inclusion of mental health services, disability articles would only comprise 17.59% of community psychology articles from 1973 to 2007. Without psycho-emotional disabilities, altogether disabilities would account for only 2.53%.

Table 10 demonstrates the changes in inclusion of disability subgroups over the course of the 35 years scope of this study. Psycho-emotional disability's overall downward trend over the course of the study can be primarily attributed to the large decrease in articles concerning mental health services and institutionalized and outpatient psychiatric patients. These populations made up a massive proportion of the psycho-emotional disability articles (74.23% of psycho-

emotional disability articles) in the first half of this study’s timeframe. The decrease in these populations was, however, at least partially offset in the 1990s and 2000s by the increasing inclusion of populations such as people with substance abuse problems and people with depression and suicidal ideation.

Table 10: Disability Group Inclusion over Time

	1973-1977	1978-1982	1983-1987	1988-1992	1993-1997	1998-2002	2003-2007
Psycho-Emotional	33.47%	37.20%	24.76%	16.99%	19.25%	18.45%	20.80%
Cognitive and Developmental	2.24%	2.36%	3.07%	0.49%	0.57%	0.73%	0.42%
Physical	0.61%	0.00%	0.24%	1.94%	1.44%	0.24%	0.63%
Disability in general or not otherwise specified	0.20%	0.00%	0.24%	0.00%	0.29%	0.49%	0.63%
Sensory	0.20%	0.00%	0.24%	0.24%	0.00%	0.00%	0.00%

The moderate decline in inclusion of cognitive/developmental disabilities between the first 15 years (2.24% to 3.07% of total articles) and the last 20 (0.42% to 0.73% of all articles) can largely be attributed to the decrease in articles on people with intellectual disabilities or what at the time were referred to as people with mental retardation. Physical disabilities saw a brief rise in inclusion rates in the period between 1988 and 1997 (1.71% compared to 0.28% between 1973 and 1987), but returned to lower levels of inclusion in the years to follow (0.51% in the period between 1998 and 2007).

Psycho-emotional disabilities made up 91.02% of all disability articles. Table 9 lists the three areas of psycho-emotional disabilities coded for: People with Mental Illnesses, Mental Health Services, and People with Drug and Alcohol Addictions. The largest group in the psycho-emotional disabilities grouping was people with mental illnesses. People with mental illness accounted for 43.61% of psycho-emotional disability articles and 11.24% of the total community

psychology articles in the scope of this study. This code also consisted of eleven sub codes all of which are listed along with their inclusion rate in Table 11

Mental health services accounted for the second largest chunk of psycho-emotional disability codes (318 articles representing 41.03% of all psycho-emotional disability articles). Mental health services included any articles which were primarily focused on the provision of services rather than the populations served. Individuals with substance abuse problems comprised 4.06% of overall literature. As with people with mental illnesses, these codes were comprised of multiple sub codes based on the article authors' terminology which can also be found in Table 11.

Table 11: Psycho-emotional Disabilities and Subgroups

	Number of Articles	Percent of Psycho-Emotional Disability Articles	Percent of Overall Literature
People with Mental Illnesses	338	43.61%	11.24%
<i>Mental Illness/Disorders General</i>	81	10.45%	
<i>People with Depression</i>	57	7.35%	
<i>Suicide</i>	24	3.10%	
<i>People with Behavioral Disorders</i>	17	2.19%	
<i>People with Schizophrenia</i>	14	1.81%	
<i>People with Emotional Disorders</i>	9	1.16%	
<i>People with Psychiatric Disability</i>	7	0.90%	
<i>People with Post Traumatic Stress Disorder</i>	4	0.52%	
<i>People with Anti-social Personality Disorder</i>	1	0.13%	
<i>Institutionalized Psychiatric Patients</i>	95	12.26%	
<i>Outpatient Psychiatric Patients</i>	29	3.74%	
Mental Health Services	318	41.03%	10.58%
People with Drug and Alcohol Addictions	122	15.74%	4.06%
<i>People with Drug Addictions</i>	82	10.58%	
<i>People with Alcohol Addiction</i>	36	4.65%	
<i>People with Heroin Addiction</i>	4	0.52%	
Total Psycho-Emotional Disability	775		25.77%

The 4 groups that make up the non psycho-emotional disabilities are: cognitive/developmental disabilities (45 articles, 1.5% of overall articles), physical disabilities (20 articles, .67% of overall articles), disabilities not otherwise specified (8 articles), and sensory disabilities (only 3 articles).

Cognitive/developmental disabilities made up 1.50% (45 articles) of the community literature and 5.32% of articles coded for disability. While this is not a very large proportion of disability articles, cognitive/developmental disabilities were the most common disability coding other than psycho-emotional disability. Persons with developmental disabilities made up the majority of cognitive/developmental codes (65.22% of cognitive/developmental disabilities and 3.54% of all disability articles), while several codes within this area of disability represented less than 1% of the total disability articles.

Table 12: Cognitive and Developmental Disabilities and Subgroups

	<i>Number of Articles</i>	<i>Percent of Cognitive/Developmental Disability Articles</i>
<i>Total Cognitive and Developmental</i>	45	100%
People with Developmental Disabilities	30	65.22%
People with Learning Disabilities	8	17.39%
People with Intellectual Disabilities	6	15.22%
<i>People with Epilepsy</i>	3	6.52%
<i>People with Alzheimer's</i>	2	4.35%
<i>People with Autism</i>	1	2.17%
<i>People with Downs Syndrome</i>	1	2.17%
People with Brain Damage	1	2.17%

Physical disabilities made up a small proportion of the overall community psychology articles for the time period (0.67% of all articles). Half of these articles (50%) were articles dealing with physical handicaps in general. Table 13

below gives further detail on the specific forms of physical disability included in the community literature.

Table 13: Physical Disabilities and Subgroups

	Number of Articles	Percent of Physical Disability Articles
<i>Total Physical Disability</i>	20	
People with Physical Handicaps (not otherwise specified)	10	50.00%
People with Chronic Fatigue Syndrome	3	15.00%
People Musculoskeletal Disorders	2	10.00%
People with Obesity	2	10.00%
People with Multiple Sclerosis	1	5.00%
People with Spina Bifida	1	5.00%
People with Fibromyalgia Syndrome	1	5.00%

Finally, the smallest sector of the disability literature was sensory disabilities. Only 3 articles (2 on deafness and 1 on blindness) appeared in *AJCP* and *JCP* between 1973 and 2007.

Intersections

Articles which contained more than one domain of diversity accounted for 8.78% of all articles within the scope of this study (264 articles). Figure 6 shows the dramatic increase in the inclusion of articles which address two or more domains of diversity over the course of the study. While articles which dealt with intersections of diversity represented a very small percentage of articles in the 1970s (3.8%), they steadily increased through the 1980s and 1990s. The final five year period in this study, 2003 to 2007 saw a dramatic increase in the inclusion of intersections (16.18%). While this change is partially reflective of the overall

increase in inclusion of diversity over time, it is also reflective of several overt attempts to better capture intersections of identity. These include special issues on women of color (*AJCP*, 1997) and the role of race in mental health service delivery (*JCP*, 2006).

Figure 6: Inclusion of Intersections over Time (number of articles)

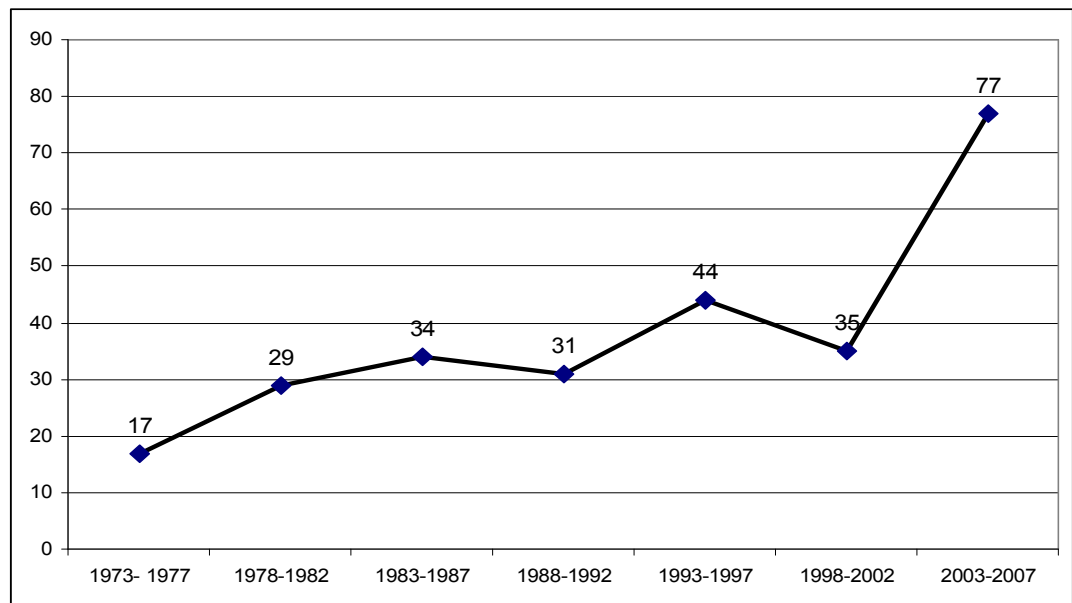


Table 14 lists the total number of articles addressing combinations of race, gender, sexuality, and disability in the community literature. The intersections which appeared most frequently in the literature were Race and Psycho-Emotional Disability (91 articles), Race and Gender (82 articles), and Gender and Psycho-Emotional Disability (46 articles).

Table 14: Intersections of Diversity and Their Inclusion in the Community Literature

Intersection Domains	Number of Articles
Race and Psycho-Emotional Disability	91
Race and Gender	82
Gender and Psycho-Emotional Disability	47
Race, Gender, and Psycho-Emotional Disability	12
Gender and Sexuality	9
Gender and Physical Disability	5
Race, Gender, and Sexuality	4
Race and Sexuality	3
Gender, Sexuality, and Psycho-Emotional Disability	2
Race and Cognitive/Developmental Disability	2
Race, Gender, and Disability	2
Gender and Disability	1
Race and Disability	1
Race, Gender, and Cognitive/Developmental Disability	1
Race, Gender, Sexuality, and Disability	1
Sexuality and Psycho-Emotional Disability	1
Total Intersections	264

Race and psycho-emotional disability reflected a number of the subcodes contained in each domain. The most common race and ethnicity code for these intersections was racial differences (25 articles or 27.47% of all race and psycho-emotional disabilities articles). Following racial differences the most common codes were Latino (20 articles) and African American (18 articles). The remainders of race and ethnicity codes were Asian American (13 articles), Native American (12 articles), and racial minority not otherwise specified (9 articles). Mental health services made up the majority of the 91 articles which addressed race and psycho-emotional disability (53 articles, 58.24%). Drug and alcohol abuse made up 20.87% of the race and psycho-emotional disability literature followed by psychiatric patients at 8.79%.

The majority of articles which addressed race and gender focused on women of color (53 articles, 64.62%). Articles focused specifically on African American women (29 articles) and Latina women (11 articles) made up a large proportion of these articles. A number of articles addressed combinations of nonwhite racial groups (5 articles) or women of color in general (6 articles). Men of color made up 9.75% of the articles including intersection of race and gender in the community psychology literature (8 articles) with African American men constituting the focus in the majority of articles (6 articles). Few articles dealing specifically with Caucasian individuals and gender were recorded (3 articles on Caucasian women and 1 article specifically addressing Caucasian men). Articles on race and gender differences made up the remainder of the articles in this intersection area (17 articles).

Gender and psycho-emotional disability was the third most common intersection of diversity found in the literature (47 articles). Women make up the vast majority of these articles (38 articles, 82.60%). The remainder of the articles dealing with the intersection of gender and psycho-emotional disability was comprised of articles on gender differences (6 articles) and men (3 articles). Of the articles dealing with women and psycho-emotional disabilities, the most common psycho-emotional disability code was for depression (22 articles) followed by substance and alcohol abuse (20 articles). Fourteen of the articles included in the above figures deal with both substance and alcohol abuse and with depression as co-occurring diagnoses. Mental health services and mental illness

made up the rest of the gender and psycho-emotional disability codes (5 articles each).

While Table 14 displays several additional intersections to the three discussed above, there are noticeably fewer instances of articles including these intersections than the three areas that have been discussed. The modest representation of all but three areas of diversity intersections indicates the extent to which intersections of sexual orientation and/or disabilities other than psychological have yet to be formally addressed by the research literature

CHAPTER IV: DISCUSSION

Three basic questions guided the investigation into the inclusion of diversity in community psychology. These questions were: 1) what groups had been included in the community psychology literature and to what extent, 2) to what extent had there been intersections between different areas of diversity in the literature, and 3) how has the inclusion of these groups, and their intersections, changed over time. These 3 overarching questions guide the discussion of each domain of diversity discussed below.

Major Findings

Analysis of the community psychology literature yielded 1,497 articles (49.78%) which focused on one or more of the four domains of diversity included in this study. This finding was surprising given the body of literature pointing out the historical lack of diversity within community psychology field. A further breakdown of the findings helps explain this initial discrepancy between past and current findings.

Disability has generally not been included in analyses of diversity in community psychology (Martin et al, 2004). The introduction of disability into this study's model of diversity accounted for over half of the total number of diversity articles. If diversity is defined in the more traditional terms of race, gender, and sexual orientation, the percentage of the total community psychology literature accounted for by diversity articles drops to 21.62%. This number is far

closer to previous numbers put forth around a more limited scope of analysis by Martin et al (2004).

The large number of articles around disability (28.13% of total articles) seems contradictory to a small number of articles focusing on the content of disability in community psychology (Dowrick & Keys, 2001; McDonald et. al, 2007). However, given the fact that community psychology, as well as psychology overall, has traditionally narrowly defined disability in terms of physical, sensory, and cognitive disability, this high number can be accounted for by this study's broad definition of disability. Community psychology as a field grew out of clinical psychology and as a result has strong ties with the medical model and mental health treatment. This deficit view of disabilities has largely accounted for the ways in which disability areas have been approached in community psychology and other fields (Block, Balcazar & Keys 2001). While this focus has shifted over the years, is the reason behind articles addressing mental health and psycho-emotional articles being so prevalent.

It is very important, however, to remember that these articles do meet this study's criteria around a population living with disability. This fit does not mean, however, that those articles addressed their population with disability in mind or from a disability studies or strengths based framework. Interestingly, when psycho-emotional disability alone is removed from the study's model of diversity (leaving those areas of disability more commonly considered as disabilities), the grand total of diversity articles within the study's scope shrinks to 761 articles, a percentage of the literature (25.31%).which almost perfectly matches that (25%)

of the random sample taken by Martin et. al (2004) from period between 1993 and 1998 despite using different definitions of diversity.

Race

Articles pertaining to race made up a slightly higher percentage of articles in community psychology in this study's time period as compared to Loo et al's (1988) analysis of the first 15 years of community literature (16.25% in the current study versus 13% in the previous study, utilizing a different sample of journals). As previous studies had found (Iwamasa and Smith, 1996; Loo et. al, 1988), African Americans and Latinos made up the majority of articles dealing with race and ethnicity (a combined 57.79%).

Previous research was less predictive of current findings when racial and ethnic group inclusion was analyzed over time. Santos de Barona's (1993) findings that in 11 APA journals inclusion of racial diversity had actually decreased from the 1970s to the 1990s was not found to hold in the community psychology literature. In fact, inclusion of racial and ethnic groups in community literature peaked in the mid 1990s and was its lowest in the 1970s and 80s.

While Loo et. al's (1988) article and the present study found that African Americans and Latinos made up the majority of articles dealing with racial diversity, other groups who represented a smaller proportion of the literature on race and ethnicity did grow in their inclusion rates over the course of the included years. This growth was especially true for Asian Americans whose inclusion rates increased significantly after the time period of Loo et. al (1988). Interestingly, the one area of racial and ethnic diversity which demonstrated a clear and definitive

decrease in inclusion over the course of the study was articles which focused on racial differences as opposed to individual racial groups.

Finally, race and ethnicity yielded an important finding around the ways in which populations are defined. Latino and Asian American populations were very often identified without further information as to what national origins defined them. These populations represent a wide array of national origins. Each has its own unique historical relationship to the United States, patterns of pathways to this country and historical inclusion in the greater culture of the country. While a number of articles did see fit to identify the specific national origin they were addressing (60% of articles dealing with Asian American populations and 52.08% of articles dealing with Latino populations), many did not.

While the concept of breaking down the monolithic construction of racial and ethnic groups, especially for Latinos has been broached in diversity circles the relatively small body of literature regarding the need for a more complex understanding of Latino subgroups has come mainly from the biomedical literature (Weinick, Jacobs, Stone, Ortega, & Burstin, 2004). The current study highlights the need for expanding concerns regarding the homogenization of Latino populations in psychological research.

One possible contributing factor for the lack of further specification of national origin may be out-group homogenization. Out-group homogenization is the theory that individuals are more likely to see their own group as more varied than other groups (Devosa, Combya, & Deschamps, 1996; Mullen & Hu, 1988). As the majority of researchers are Caucasian, it is possible that they would be less

likely to consider the potential variability within a Latino or Asian American sample and, therefore, less likely to consider the potential confounds or ramifications such variability may introduce to their research.

Gender

Articles addressing gender comprised 11.26% of all articles, the majority of which (72.75%) dealt with women and women's issues. While the data showed an increase in the inclusion rate of articles dealing with gender over the course of the study, this development was accounted for primarily by the growing number of articles focusing on women and women's issues. The numbers of articles dealing with men or with gender differences were relatively low throughout the course of the study.

These results were relatively consistent with Angelique and Culley's (2003) findings that articles focusing on feminist issues had increased dramatically over time. While the present study finds a greater number of articles focusing on women than the aforementioned study, this difference can be accounted for by differing aims of the studies. While articles focusing on gender differences are coded separately from those dealing with women, the codes are not necessarily the same as those generated by Angelique and Culley (2003). As an article can be focused solely on women yet not be from a strengths-based perspective, these articles would not necessarily qualify as feminist.

Sexual Orientation

As indicated in previous research (D'Augelli, 1989), sexual orientation and identity made up a very small percentage of the literature. The findings of this study are in step with the previous research findings. Harper and Schneider 1999 found that articles dealing with sexual orientation constituted approximately 1% of all literature, but were showing some signs of growing. The current study found that over the course of 35 years, 1.39% of community psychology literature was comprised of articles dealing with sexual orientation.

Similarly, the current findings supported Harper and Schneider's (2003) claim that community psychology was taking a greater interest in gay and lesbian populations. Their inclusion rate hit an all-time high in the period between 2003 and 2007 (3.30% of the total literature). While still representing a relatively small portion of the community psychology literature gay and bisexual men accounted for the vast majority of articles dealing with sexual orientation (59.09%). Very few (6) articles dealt specifically with lesbian women and only 1 article specifically addressed transgender populations.

Disability

As mentioned already, disability produced a number of coding dilemmas. While the study attempted to take a broad, inclusive view of disability, it is clear that this view is not the one primarily taken by the field of community psychology. While the findings of this study may seem contradictory to previous claims by disability researchers (Dowrick & Keys, 2001) that disability is often

overlooked by community psychologists, they are not nearly as contradictory if placed in a historical perspective.

As Lawthom and Goodley (2005) indicate, psychology has historically taken a deficits based or medical model approach to disability. The small amount of existing literature around inclusion of persons with disabilities can be seen as taking a stand against that issue as much as it is about overall inclusion. When considering disability only in the narrow terms in which it most likely is viewed by psychologists, as a matter of physical, sensory, and cognitive/developmental impairment (Keys et. al, 2008), disability only makes up 2.53% of all community psychology articles from 1973 through 2007.

Psycho-emotional disabilities decreased sharply over the course of the study. This drop is mostly accounted for by the dramatic decrease in the number of articles focusing on mental health services and people with mental illnesses. Many other groups, which made up a smaller proportion of the overall psycho-emotional articles such as substance abuse and depression, actually saw steady increases in inclusion over the course of the study.

Intersections

Perhaps the most novel of the areas considered in this study is the analysis of intersections of diversity within the community psychology literature. As indicated by Gillespie (1997), articles addressing multiple domains of diversity were relatively rare in the first half of this study's scope. However in the last 5 years of this study's scope (2003 to 2007), the number of articles dealing with multiple domains of diversity more than doubled. The number of articles dealing

with intersection of diversity increased from 35 articles in the period from 1998 and 2003 to 77 in the period between 2003 and 2007.

The types of intersections found in the literature largely related to the findings in the individual domains. Race, gender, and psycho-emotional disabilities, the most common diversity codes, also made up the most common intersections of diversity. Latinos and African Americans were the most likely racial groups to be addressed in terms of another domain of diversity, and women made up the most common individual group in diversity intersections.

The most interesting findings were arguably those that made up small chunks of the literature. While Native Americans made up a small percentage of the literature (28 articles), they made up a large number of the articles dealing with the intersections of race and psycho-emotional disability. In fact 12 of the 28 articles (42.85%) dealing with Native Americans also addressed an area of psycho emotional disability, most commonly substance abuse. Similarly physical disabilities comprised only 20 articles in the study, but 25% of those articles focused specifically on women. These large proportions of relatively small groups indicate the ways in which these populations have been considered in the literature.

Implications for Community Psychology Research

The findings of this study go a long way towards helping us understand the development of the field of community psychology. As the field has grown, it has diversified the populations it considers and moved away from the field of clinical psychology and some forms of mental illness. Moreover, populations

went through somewhat similar progressions in the ways in which they were included. For fields that were more traditionally addressed by psychology, like race and gender, inclusion changed not necessarily in the extent to which they were included, but more in the ways they were included. Emphasis on racial differences decreased while populations like Latinos and Asian Americans grew in their inclusion. As the inclusion of a population increases, the number of subpopulations included expands and the focus on differences between subpopulations decreases.

Implications for research are multi-fold. As demonstrated by the findings around racial groupings, it is relatively common practice to include terms like Latino and Asian American which encompass a great deal of diversity and a certain degree of ambiguity. While there is certainly an argument to be made for utilizing race and ethnicity at this level, it is important that researchers consider the potential level of heterogeneity within these populations and the potential impact that they might have on their findings and on the applicability of their theoretical assumptions.

Several areas were identified as having relatively low inclusion rates. Lesbian women and transgender individuals, and people with physical and sensory disabilities are amongst the least often studied. When these groups are considered, it is often under a larger banner, namely “Gay”, meaning LGBT Gay, Lesbian, Bisexual, and Transgender. Similarly the term disabled is used as a somewhat abstract concept of disability which is historically built around physical, sensory, and cognitive disabilities and may or may not include psycho-

emotional disabilities. Again while this inclusion is important, it may accept a level of heterogeneity which may be simplistic at best and exclusionary at worst. Without the development of research specific to the specific nationality, sexual orientation and disability groups, it is hard to gauge the degree to which their needs and experiences map on to the larger populations to which they are traditionally attached.. Additionally, dominant populations such as Caucasians and men are accepted as the absent standard as opposed to being explored in terms of their whiteness or maleness. While the absent standard is not typically discussed as important in the same way that the understanding of marginalized populations is, enhancing knowledge of dominant groups is also important in the development of a nuanced understanding of these diversity domains.

Analysis yielded somewhat sizable number of articles which included multiple domains of diversity in terms of race, gender, and/or psycho-emotional disability. However, relatively few articles addressed intersections outside these 3 areas. Domains of diversity do not exist in a vacuum. If it is the goal of community psychology to understand human experiences, it is important that a greater effort is put in to understanding domains of diversity in the multi-faceted context in which they place in the lives of people.

Theoretical implications of this study are largely in the ways in which we have come to define these populations. Increasingly, the racial diversity literature has warned of the dangers of homogenizing groups. The relatively common practice of using Latino and Asian American as catch all terms, while helpful in designing feasible studies, has to be examined more closely. While it is not

necessarily the case that subpopulations of these labels should always be divided, it is important that researchers and consumers of research understand the potential confounds of utilizing such broad groupings.

Furthermore, this study indicates the extent to which community psychology has not adequately articulated the role of disability in a number of its constituent populations. While populations with recognized disabilities make up a high percentage of the articles comprising the community psychology literature, relatively few articles draw from the research and frameworks which have been developed in a way consistent with the field of disability studies (Dowrick & Keys, 2001).

One possible contributing factor underlying the shifts in inclusion of various diverse groups could be the editor and editorial staff of the journal. Editors have an impact on the types of articles published in their journals through various mechanisms, especially special issues. Special issues of psychological journals are often a chance to include articles on populations or phenomena that may not have previously occupied a significant place in the literature. For this reason special issues become one of the most important channels for editors who seek to increase growth in inclusion in the literature.

The practice implications of this research are based on the development of the field around these areas of diversity. As the field increases its inclusion of diverse populations, community psychologists become more able to provide theoretical rationales and empirical evidence for the development of culturally appropriate services to that population. The development of these areas can be

seen in the provision of services available to them. As a field, community psychology has included a relatively larger amount of race and gender related research in its literature. Similarly, more culturally appropriate interventions have been developed for these populations.

As the research base around gay and bisexual men increased in community psychology, so has the number of appropriate interventions for this community. It is not clear which has primarily driven the other; most likely it is a mutually driven process. However, this trend is also reflected in areas that have not received this level of inclusion. People with sensory disabilities, lesbian women, and transgender individuals have been historically been ignored by the field. As a result, there is not an appropriate research base on which to build appropriate interventions for these populations.

Limitations of the Present Research

This study expands greatly on the understanding of the inclusion of diverse populations in community psychology. The study accomplishes this greater understanding by expanding the scope of previous studies both in the domains of diversity addressed and in terms of the time period analyzed. While this breadth of topic and extension of time are indeed key strengths of the study, they do introduce some limitations as well.

The breadth of the study necessitates a relatively focused analysis of diversity. This study provides a great amount of descriptive information around the four included domains of diversity: race and ethnicity, gender, sexual orientation, and disability. While this study provides frequency data around

inclusion of these populations, it is unable to yield data on the ways in which those articles framed diversity. This includes the theoretical position of diversity within their study and the extent to which these populations were empowered by the research. These distinctions, articulated by researchers in the field of diversity studies were not included in the coding or analysis of the current study.

While a study may include diverse populations, possibly even specifically focusing on a population identified by this study, it does not mean that the study considers that population in a way that focuses on diversity. Areas of diversity are often approached from deficits-based perspectives in which diversity is a confound rather than an integral construct. The disability domain is a key example of the phenomena. While disability was a very common code within this study, it was not the case that the majority of the articles dealing with populations meeting the study's criteria for disability were conducted from a disability framework. Rather these studies included populations which would be included in the modern framework of disability put forth in the literature (Keys et. al, 2008) whether or not the author framed and conducted them in such a way.

Additionally diversity in this study, while more broadly defined than much of the previous work in the area, is still limited by the chosen domains. While these four domains arguably make up the bulk of the way community psychologists conceptualize diversity, they are by no means exhaustive. Areas such as religion, age, social class and location (rural, suburban, and urban) are also important if less commonly examined areas of diversity. While diversity of methodology, theoretical approach, and belief are also salient in building a truly

diverse field and body of community psychology literature, these domains do not fall within the purview of this study.

Finally, the generalizability of findings to the overall field of community psychology is tempered to some extent by the fact that, while these journals are considered to be the best indicators of the field's academic products (Jason, 2007), they are not exhaustive records of the field's work. Many community practitioners may not publish or publish infrequently. Additionally, many community psychologists may choose to publish in any of the dozens of content area specific journals that might relate to their work.

Future Directions

This study has addressed inclusion of diversity at a frequency level. While this information is crucial, it is only a first step. As stated in the limitations, this study provided a great deal of descriptive information around the four domains of diversity; race and ethnicity, gender, sexual orientation, and disability. Future research may expand on this knowledge by both furthering the scope of the study and by examining its component parts in greater depth.

The scope of this study could be expanded in a number of ways. Diversity in the context of this study was defined in terms of population. Using this perspective of diversity analysis could be expanded to include such elements as religion, age, or various other demographic variables. Additionally, diversity could be conceptualized in terms of researcher's demographics, area of training, theoretical approaches, or the use of diverse methodologies. All of these elements

help shape a field that is truly diverse and, therefore, would make important contributions to the understanding of the field's development.

The current study provides a great deal of basic information about race, gender, sexual orientation, and disability. Future studies could greatly deepen this knowledge by approaching race, sexuality, and disability in a way similar to Angelique and Culley's (2003) analysis of inclusion of women. This natural progression from how many to how conceptualized would greatly improve the understanding of the development of community psychology. Articles addressing diversity could be analyzed based on their conceptualization of diversity, the extent to which they focus on strengths or deficits, and/or the theoretical models by which they address the populations. In the future such analyses may answer many of the questions which the current study raises.

Conclusion

The results of this study allow for a new understanding of the way community psychology has included domains of diversity in its body of academic literature over the course of its first 35 years. While it is impossible to say what levels of inclusion would be ideal or what levels would be expected based on the values and goals of the field, these results can inform the understanding of what has been done thus far.

A number of areas relevant to community psychology showed very little inclusion in the literature. Among the smallest populations included were lesbian and bisexual women, transgender individuals, and people with physical or sensory disabilities. When these populations were considered, it was most often in the

context of sexuality or disability as a whole. The same was often true of racial and ethnic minorities. Many studies focused on racial and ethnic minorities (or people of color, nonwhite people) as a whole. Similarly while some studies focused on national origins, Latinos and Asian Americans were each most often included as an entire group rather than specifying nationality further.

Inclusion of African American, Latinos, and women made up comparatively large portions of the literature compared to other areas of diversity and also showed growth over the course of the study. Persons with psycho-emotional disabilities had comparatively high inclusion in the community psychology literature over the entire course of the literature. Sexual orientation, Asian American, and people with substance abuses showed large growth in inclusion over the course of the study. Conversely, there was a decrease in the inclusion of racial differences, people with mental illnesses, and mental health services over the same time period.

Intersections of diversity were primarily seen in overlapping among the areas of race, gender, and psycho-emotional disabilities. Other areas showed no more than moderate attention to intersections with one another and indicated the remaining need for further investigation. Overall, the inclusion of intersections of multiple domains of diversity grew over the course of the study.

These findings are significant in that they document the progress the field has made to better understand people in the contexts in which they exist. While domains of diversity such as race and gender have a longer track record of inclusion, the field is slowly beginning to make progress in understanding the

experiences of sexual minorities and persons with disabilities. Similarly, the field has acknowledged the need to expand the understanding of these domains to their intersections with other domains of diversity. While the academic literature is only one part of our product as a field, it is an important indicator of how far we have come, and the work we still have ahead of us to understand people and communities in a holistic, affirmative manner.

CHAPTER V: SUMMARY

This study aims to assess the historical inclusion of diversity within community psychology. While community psychology has long held greater inclusion of diversity and the promotion of marginalized and disenfranchised peoples as goals of the field, many have questioned its ability live up to this aspiration. This study examines the extent to which community psychology has included diversity in terms of race and ethnicity, gender, sexual orientation and identity, and disability in its primary academic journals, the *American Journal of Community Psychology (AJCP)* and the *Journal of Community Psychology (JCP)*.

The sample size of this study was designed to capture as broad a sample of the community psychology literature as possible. To achieve this goal each article of *AJCP* and *JCP* from 1975 to 2005 was coded by a group of coders familiar with community psychology for the population served. Coding was conducted using an emergent coding scheme in which coders recorded each article's population in the specific language used by the article. Coding yielded adequate inter-rater reliability with Kappa scores ranging from 85.73% to 91.66% over 3 time points across the coding period. Additionally, a member check yielded an 87% percent agreement with generated codes by 28 authors whose studies were coded as part of the study.

Results indicated that a significant portion of community psychology articles have historically included diversity. Inclusion varied drastically between both domains of diversity and individual populations. Race, gender, and psycho-emotional disability were by far the most commonly included areas of diversity.

Sexual orientation and disabilities other than psycho-emotional disabilities (physical, cognitive/developmental, and sensory) made up comparatively small proportions of the community psychology literature.

Inter-domain inclusion differences were not limited to the disabilities domain. Amongst racial and ethnic groups, African American and Latino articles far outnumbered articles including Asian American, Native American, or Caucasian individuals. While this disparity had lessened over the course of the studies scope for Asian Americans, little change was seen for other racial and ethnic groups. Articles including gender grew in inclusion over the time period of the study, however that growth was primarily in articles focusing on women, the rate of which far outweighed that of men.

Sexual orientation though still small had increased significantly over the course of the study. While sexual orientation made up a relatively small percentage of articles, disparities in within group populations were noticeable. The vast majority of articles in this domain focused on gay or bisexual men. Very few articles focused specifically on lesbian women or transgender individuals. Amongst developmental, physical, and sensory disabilities the majority of articles included one of the above areas in general as opposed to focusing on a more specific population. Sensory disabilities were particularly rare in articles within the studies scope.

Articles addressing one or more domain of diversity made up a relatively small proportion of articles, but showed remarkable growth over the course of the study's scope. Unsurprisingly the most common intersections found in the

literature mirrored the areas most commonly found in the literature independently of one another. The intersections of race and gender, race and psycho-emotional disabilities, and gender and psycho-emotional disabilities accounted for the bulk of articles including two or more domains of diversity.

As community psychology has matured as a field it has extended the scope of populations which it studies, and several areas and intersections of diversity have grown in their inclusion over the course of the study's scope. This allows the field to develop a more holistic understanding of these domains, one that includes diversity in the context of people's lives rather than in a static, singular context.

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Appendix A:
Pilot Study Codes

ARTICLE	Theory Paper	35.4% (n = 162)
	Empirical Paper	64.6% (n = 296)
ETHNIC	<i>Minority Overall</i>	24.1% (n = 95)
	African American	12.3% (n = 47)
	Latino/a	3.1% (n = 12)
	Asian American	2.3% (n = 9)
	Native American	2.1% (n = 8)
	Arab American	0.3% (n = 1)
	General Minority	4.7% (n = 18)
	Caucasian Specific	1.0% (n = 4)
SEXUALITY	<i>GLBTQ Overall</i>	5.4% (n = 21)
	Gay Males	1.3% (n = 5)
	Lesbian Females	1.0% (n = 4)
	General GLBTQ	2.1% (n = 8)
	Specifically Heterosexual	1.0% (n = 4)
AGE	Adults	27.8% (n = 107)
	Adolescents	23.7% (n = 91)
	Children	7.3% (n = 28)
	Senior Citizens	1.6% (n = 6)
GENDER	Female	16.8% (n = 64)
	Male	3.9% (n = 15)
GENDER ISSUES	Domestic (IP) Violence	5.0% (n = 23)
	Single Mothers	2.2% (n = 10)
	Pregnancy	0.9% (n = 4)
	Gender Differences	3.5% (n = 16)
	Sexual Violence	1.3% (n = 6)
COUNTRY	United States	81.8% (n = 320)
	Western Europe	2.6% (n = 10)
	Canada	2.0% (n = 9)
	Latin America	1.8% (n = 8)
	Australia	0.8% (n = 3)
	Africa	0.8% (n = 3)
	Eastern Europe	0.5% (n = 2)
	Israel	0.3% (n = 1)
	Asia	0.3% (n = 1)
DISPLACED	<i>Displaced Overall</i>	10.6% (n = 40)
	Immigrants/Refugees	2.8% (n = 11)
	Homeless	4.7% (n = 18)
	Evacuees	2.1% (n = 8)
DISABILITIES	<i>Overall</i>	6.4% (n = 24)
	General Disabilities	0.8% (n = 3)
	Physical Disabilities	0.8% (n = 3)
	Mental/Developmental Disabilities	4.5% (n = 17)

Appendix B:

Rollerri et. al (2008) Abstract

Abstract

A central question in adolescent reproductive health circles is how to effectively disseminate research to practitioners in a way that supports them in using the most scientifically sound and effective programming. In 2002, the Division of Reproductive Health at the Centers for Disease Control and Prevention (CDC) tackled this question by funding three national-level and five state-level organizations focused on adolescent pregnancy prevention to promote the use of science-based programs and approaches. Healthy Teen Network (HTN) and Education, Training and Research Associates (ETR), two national organizations, have partnered under this CDC funding to implement an effective model for capacity building. This paper provides an overview of the approaches used by HTN and ETR in capacity building using a seven-step process. We describe how we modified the Interactive Systems Framework for Dissemination and Implementation (ISF) for science-based innovations to apply to capacity-building for adolescent reproductive health (ARH) programs, and how we developed relevant, sustainable training and technical support. We conclude by reviewing some of the results of this training, and discuss the future work that will likely continue to advance the science behind effective dissemination of ARH research to practice.

Appendix C:

Sample Member Check Letter

Title: Study on Community Literature:

Hello,

My name is Robert Gutierrez and I am graduate student at DePaul University working on my master's thesis with Chris Keys. I am currently conducting a study examining the historical inclusion of diversity in the *American Journal of Community Psychology* and the *Journal of Community Psychology* in order to better understand the development of the field.

Your study <insert title> was one of the studies included in the analysis. Please take a few minutes to review the attached form which describes our coding process and the codes generated for your article. The brief 3 question feedback form which follows will allow us to assure that our coding scheme reflects the intention of your article accurately.

I would like to thank you in advance for your help. Please email your completed questionnaire to rgutier6@depaul.edu by Friday May 1st.

Robert E. Gutierrez

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Appendix D:

Sample Member Check Form

The present study coded articles on four domains of diversity; race and ethnicity, gender, sexual orientation and identity, and disability. In order to receive any codes in a given domain an article would have to focus on one or more population within those domains or in some way significantly addresses a population within a domain.

For example a study which included Latino participants as part of their overall sample would not be coded for Latino unless it in some way considered race and ethnicity in their study.

Please note that articles which did not receive any codes for diversity will still be included in this study and in this member check. Doing so allows us to better understand the broad spectrum of community psychology.

While this project is investigating diversity in terms of race and ethnicity, gender, sexual orientation and identity, and disability, diversity is certainly not limited to these domains. More importantly, in addition to diversity of populations community psychology benefits from a diversity of approaches, ideologies, and methodologies all of which contribute greatly to the field.

The table on page 2 lists the four domains of diversity and whatever codes your article was assigned for each domain. Below the table are three short questions for you. If you would please take a minute to respond to these items and return this document (or if you prefer you are perfectly welcome to answer the questions in the body of an email) to rgutier6@depaul.edu .

Once again thank you so much for your time and consideration,

Robert Gutierrez

Name of Study: <Insert Full Study Title>

Domains	Codes
Race and Ethnicity	<insert domain code(s) if any>
Gender	<insert domain code(s) if any>
Sexual Orientation and Identity	<insert domain code(s) if any>
Disability	<insert domain code(s) if any>

1. Are there any codes listed in the table above that you feel do not accurately reflect the populations studied, served, or commented upon in your study?
2. Are there any populations within these four domains that you believe were included in your study that are not represented in these codes?
3. Do you have any other feedback, questions, or concerns about this study?

Thank you for your time and if any additional questions arise in the future please feel free to contact me at rgutier6@depaul.edu or by phone at 312.523.6202