

"You're either part of the solution or you're part of the problem.": Exploring the view of practitioners from a local authority educational psychology service, of a socio-political approach within UK educational psychology.

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This thesis is dedicated my beloved parents Betty and John Chase (1925-2003), who raised me a socialist; and to Paul, Ellie and Leon who give unstinting love and support.

*Rise, like lions after slumber,
In unvanquishable number,
Shake your chains to earth like dew,
Which in sleep had fallen on you -
Ye are many - they are few.*

(Percy Bysshe Shelley, written on the occasion of the Peterloo Massacre of 1819¹)

¹ Cited in Shelley, 2015, p.47

Abstract

Empirical literature on educational psychologists' (EPs) views of socio-political or critical community psychology (CCP) focuses on single-issue aspects of oppression such as sexuality or racism. Some research examined EPs' views of psychology from a broader ideological perspective, including individualism, neo-liberal austerity, colonialist practices within educational psychology, and social justice. Having identified a gap in the empirical literature; research was modelled on Thompson (2007), with an emancipatory aim of contributing to EPs' socio-political conscientisation.

Critical realist-based, discursive, Q-methodology involved 16 UK local authority EP service participants ranking 51 expertly updated socio-political statements by relevance to the future of EP practice. Following three-Factor resolution from Factor analysis, interpretation was supported by qualitative data.

Findings were considered theoretically and alongside current literature, deriving practice implications. Research limitations and possible future research were discussed. The aim was to contribute to addressing Fox's (2015) hypothesis that UK EPs do not appreciate, or know how to respond to, socio-politically rooted suffering and so risk colluding with a non-emancipatory status-quo.

In conclusion, the EP practitioner group viewed CCP ideas as highly relevant but varied in their responses to them such that the three core discourses derived in factorisation mapped onto the areas of mainstream psychology, mainstream community psychology, and critical community psychology.

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Chapter 1: Introduction

1.1 Preface

“What a cruel twist then when we can find the humanity of our concerns constantly challenged, not merely by the difficult, social, economic and political circumstances in which as practitioners we ply our trade but by the very psychological discourses upon which we are supposed to base our work.”

(Billington, Williams, Goodley & Corcoran, 2016, p. 2).

The chapter sets out the area for this research with some background on the national and local context as well as professional and policy frameworks. It explains the purpose of the research and the researcher’s position, including why the research was important to her and to the EP profession. It explores the main themes of the paper, its questions and structure.

The quote in the overall research title is attributable to black, civil-rights activist Eldridge Cleaver, during political struggles in 1960s’ America (Holland, 1978, p.163). It encapsulates a view of society that not only it is impossible to operate as a politically neutral person, but ethically questionable to attempt to. It also points to the phenomenon whereby performing one’s duties can amount to contributing to harm, even without misintention, including through ignorance or habit: that is, a lack of critical reflexivity about socio-political processes (Arendt, 1977). This presents a dilemma against an expectation that EPs, as public sector workers, should take a politically neutral role (CSPL, 2014) although, under the Equality Act (2010) they also have rights to free expression. In addition, they have entitlement to trade union membership (TUC, 2011), and there has been recent emphasis on supposed protection for whistle-blowers to speak out against abuses of power (Gov.uk, undated). Hence

the need to constantly develop one's socio-political reflexivity as a public servant such as a local authority educational psychologist (LA EP); a theme underpinning this paper.

This research begins a process of discovering how practitioner EPs relate to the socio-political and critical community psychology approach (SPCCPA)² and is modelled on similar research into the socio-political views of trainee clinical psychologists (TCPs) by Thompson (2007). The aim is to address the over-arching question “How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?” It is intended as a starting point to supporting development of EPs' reflexivity regarding socio-political contexts of their work, how this impacts their own thinking, to engage them in considering the relationship of socio-political ideas to their practice, and how to position themselves politically if it is impossible to act neutrally.

Fox (2015) described the background to the Children and Families Bill (2013)³ as demonstrating a government pledge to enhance services for the neediest children and help families thrive. He explained how research showed that poverty leads to underachievement and that cross-cutting aspects of disadvantage, like race and gender, also clearly impact outcomes. Fox (ibid.) states that EP Services (EPSs) are positioned within narrative frameworks that condition practice and so, to improve practice towards emancipatory ends, EPs must reposition themselves by challenging these underlying narratives from the socio-historical fabric of psychology. More radically critical psychologists than Fox have called the latter the ‘psy-complex’ a

² “CCP” will hereafter stand for “critical community psychology”

³ This Bill was later to become the Children and Families Act (2014). It is also presented in the SEN and Disability Code of Practice: 0 to 25 years (2014).

model according to which psychology both originates from, and serves, the dominant interests of capitalist society. There are different aspects to this theory of psychology. However, in summary, it describes how psychology operates, usually unconsciously, to present narratives and practices which function to maintain the status-quo of power relationships as natural and universal. For example, an emphasis on the study of people primarily as individuals whose natural grouping is the nuclear family, may serve to paint psychological problems as emanating from within the person or their family rather than being a symptom of an unjust society. Individualism might also serve to reinforce divisions amongst us that help avoid collective protest against the status quo. (Parker, 1999).

Fox (2015) argued that although the Children and Families Bill (2013) gave an opportunity “to shift the discourse around the position of the EP” (p.382), nevertheless, policy inadequately recognised disadvantage based on gender, race, class or socio-economic background within schools and families. Fox characterised EPs as potential challengers of systemic inequalities but highlighted American research by stating “EPs have had difficulties in articulating their involvement in policy, and organisational change in a way that they feel empowered” and “do not see, let alone feel, the need to change the status quo or correct the damaging effects of prejudice and oppressive practices, policies and systems” (pp. 393-4). Fox queried whether this applied to EPs in the UK. The researcher took this as a springboard for the current research to begin exploring EPs’ views about a SPCCPA.

1.2 Community psychology and educational psychology

UK practitioner EPs (compared to academic EPs), apply psychology in relation to real life settings such as schools and families; the community. Since 2006 they have qualified through a three-year professional doctoral training approved by the Health and Care Professions Council (HCPC) and accredited by the British Psychological Society (BPS). Most EPs work for local authorities (LAs), (Dunsmuir and Leadbetter, 2010).

On one hand we can see the “foundation of educational psychology as community psychology” MacKay (2009, p.7): There is an automatic interface between EP work and the socio-political arena since practitioner psychologists work within social systems at various levels and these are influenced by socio-political frameworks, government legislation and LA policy. However, McKay (ibid.) countered this by arguing that there was “no future for educational psychology within the narrow boundaries of special educational needs and the servicing of bureaucratic educational functions” and that although “the needs inspiring the ideals of community psychology are greater” than ever, “the achievement of these ideals is further removed from the profession than ever.”(Ibid., p. 7).

The British Psychological Society Practice Guidelines (2017) address socio-political aspects of EP work. However, To practice, EPs must be registered as “practitioner psychologists” with the Health and Care Professions Council (HCPC) and according to its formal standards that include:

- respecting and upholding the *rights, dignity, values* and *autonomy* of service users;

- understanding the *power imbalance* between practitioners and service users;
- understanding the impact of differences such as *gender, sexuality, ethnicity, culture, religion and age* on psychological wellbeing or behaviour;
- practicing in a *non-discriminatory* manner;
- being aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as *age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs*;
- reflecting *critically* on their practice and consider *alternative ways* of working;
- understanding psychological models related to the influence on development of children, adolescents and young adults from:
 - cultural and community contexts*;
 - organisations and systems*; and:
- Applying psychology using a *range of theoretical models* and psychological *paradigms*.

(HCPC, 2019).

Including this list highlights how professional expectations, in theory, relate to socio-political thinking in concepts such as rights, power, non-discrimination and requirements to practice including using different paradigms, of which community psychology is one- although there is no mention in the list of the impact of economic inequality on wellbeing.

Critical psychologists would claim that community psychology, to uphold social justice towards genuinely emancipatory ends, needs to be critically positioned. For example, Evans, Duckett, Lawthom & Kivell (2017) contrast community psychology and mainstream social justice concerns in psychology by describing them as *value-laden* (including unconsciously) compared to the more transparently *value-driven*

basis of CCP (p.112). Sloan (2009) posits, especially at the current neoliberal stage of capitalism, wherein one percent of the world's population own nearly half the world's wealth⁴, that the fear and potential mass anger arising from such dire inequality is managed by means of the military-industrial complex which includes mainstream psychology itself. The devices employed in this process include waging war against "rogue states" and diverting hope "into romanticized visions of 'community' and 'family', in which we are with *our own* and protected from 'the other' and desire is channelled through consumerism" (Evans, et al, 2017, p.107.). Awareness of this process, otherwise termed *cultural hegemony*, is crucial since otherwise there is a tendency in history for radical ideas and challenges to become arrogated by dominant interests⁵ (Martín-Baró, 1994).

An important part of the hegemonic narrative under neoliberal austerity is highlighted by the UK campaign group Psychologist for Social Change (PSC, u.d.) which incorporates a group for EPs. They describe a neoliberal narrative that demonises the poor and the disabled, through attempts to divide them into the deserving and undeserving. This is set against a dominant narrative that favours privatisation and outsourcing of public sector services. Instead they propose that part of recognising the social context of people's psychology is understanding how psychological "distress may be compounded by blaming individuals, families and communities for problems that are in large part a consequence of the way society is arranged" (Committee of the Community Psychology Section of the BPS, 2013, p.644).

⁴ Credit Suisse, 2018

⁵ Some have exemplified the setting up of the Centre for Social Justice by the architect of Universal Credit and the raising of the UK state pension age, Iain Duncan Smith, former Work and Pensions Secretary, as a case in point (Cowburn, 2016).

To further emphasise the need for better socio-political awareness that extends to understanding the impact of economic inequality in EP practice, the Equality Act (2010), as well as enforcing a public sector duty to work against inequality relating to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation, also requires action against socio-economic inequality (Barrett, 2018).

Another important aspect of conscientisation, or socio-political awareness-raising, is the understanding that socio-cultural positions which become part of common-sense or mainstream psychological thinking, and arising from a historical or social context, can become presented by the dominant narrative as natural or universal. Thus, for example, in the past, British imperial domination was justified by the supposed *natural* intellectual superiority of the white races; or women being paid less than men being upheld by similar false science. Other examples of oppressive narratives include the assumed *unnaturalness* of gender fluidity or homosexuality. (Eagleton, 1991)

Cox and Kelly (2000) argue that the dominant scientist-practitioner frame for psychologists (of using research to underpin practice) socialises them to work from an individualistic instead of a socio-political position as if the individual self *naturally* precedes the socio-political community. The attempt to move away from an individualistic position led to the choice of methodology in this research, namely Q-methodology, which has been characterised as a way of looking at viewpoints, not just from the position of individual participants (in this research, EP practitioners), but in terms of the discourse of their social groups (Stainton-Rogers, 1998; Hughes, 2016).

It was the researcher's hypothesis that, in their views and practice, EPs were likely to exhibit a contradictory consciousness (Gramsci, Hoare & Nowell-Smith, 2005); showing both an emancipatory, even socio-politically radical aspiration to make a positive difference for children and young people (CYP), whilst being drawn into narratives and activities that reinforce a socio-political status-quo which can be antithetical to educational psychology's fundamental value of inclusion as enshrined in law (Equality Act, 2010).

1.3 Critical psychology and critical educational psychology

Histories of UK educational psychology often commence with Cyril Burt, as the UK's first EP who was not alone amongst the establishment in being a eugenicist (Lowe, 1980). The ontological antidote to Burt's world view, that EPs now hold dear, is arguably the principle of inclusion (Webster, 2018), as opposed to othering, as an educational arm of social justice. However, Williams, Billington, Goodley & Corcoran (2017) describe the continuing need for a *critical* educational psychology as "a forward thinking approach to educational psychology that uses critical perspectives to challenge current ways of thinking and improve practice (using)⁶ a broad range of theoretical resources from outside mainstream psychology" (p.248).

Much research evidence details the community realities that impact on children and young people's educational and life outcomes. In his 2018 position paper for EPs, Gibbs (2018) notes the UK's high ranking as a rich country but with huge income

⁶ Bracketed word included by researcher to aid understanding.

inequality, and how this relates to worse social outcomes, education and health. He asked, “Can education in a troubled world help us become human and more inclusive?” He also quotes Biesta (2015, pp.12-13) thus: “if we wish to say something about the direction of education we always need to complement factual information with views about what is considered desirable. We need, in other words ... to (also) engage with values.” Based on Tomlinson’s (2017) model, EPs should examine the educational sociology of their profession as part of the special educational needs ‘industry’ that ‘manufactures’ inability, with more than some interest in perpetuating inequality and underachievement despite the espoused liberal humanism of much of our core literature.

Indeed, Fendler (2013) argues that educational psychology is not good for children’s education because of its cultural hegemonising role. Thus, according to Vassallo (2017), psychology overall is “normalizing, pathologising, unscientific, ideologically informed and used as an instrument of institutional power.” (p.4). Cultural hegemony, distinct from authoritarian control, is the way that ideology serving the dominant class in society is reproduced culturally, and operates in subtle, unconscious ways. It is “hegemonic only if those affected by it also consent” ...to it as...“common sense” (Eagleton, 1991, p.112). Others still see educational psychology as emancipatory but only with the protection of a rigorous critique of mainstream educational psychology assumptions that its discipline can be disassociated from politics and culture, that it pretends to be disinterested and value-free in its discursive conduct and that its findings are ahistorical (Bird, 1999).

1.4 The socio-political and CCP approach (SPCCPA)

In Thompson's research on the views of TCPs about a socio-political approach (on which the current research is modelled), he references Patel (2003, cited in Thompson, 2007, p.3) who stated that "clinical psychologists have, with admittedly the best intentions, ignored the relationship between the individual and the historical, social and political contents which have shaped their lives and given rise to distress" (p.16). Nelson & Prilleltensky (2004) contrast the individualistic scientist-practitioner of psychology, for example, with the Marxist educational psychology of Vygotsky for whom the individual is an ineluctable part of an ongoing and dynamic cultural-historical process, or differentiated totality, summed up by the title of his famous book *Mind in Society* (1978). As such one's psychology is not contained within an individual brain but is part of a social phenomenon so that we develop primarily as *social* beings- the social and individual influencing each other in dynamic interaction. The experience of social existence at the stage in history into which one is born is underpinned by material economic conditions which characterise the power relationships between classes in society.

Fox (2015) too, emphasises the social context as well as the moral responsibility of EPs to promote social justice through the equitable distribution of resources according to need. Similarly to Patel's (op. cit.) characterisation of clinical psychology, Fox notes that "The place of social justice within educational psychology has received little attention in the United Kingdom." (p. 389). Fox (ibid.) believes that it is unlikely that EPs view the social context simply as a background to people's experience, but believes EPs have "had difficulties in articulating their involvement in policy and organisational change in a way that they feel empowered" (p. 393). There is also an issue of socio-political knowledge. Rogers and O' Bryon (2008), with regard to the American counterparts of EPs, school psychologists, describe how

practitioners may not recognise the importance of challenging the status-quo, including aspects of oppression and prejudice, if they do not identify these as such. Fox (*ibid.*) asks if this is also the case for EPs in the UK, or if we are aware of unacceptable processes but “do not know where or how to change it?” (p. 394). He also notes the possibility that inaction or collusion may result from pressure to preserve the dominant narrative. Indeed, adopting a within-person perspective psychologically can protect an unjust system by maintaining an emphasis on individuals instead of the effect that the system has on them (Rosenthal, 2016). This, in turn, links back to the phenomenon of cultural hegemony described in Section 1.3 above.

In the context of CCP, ‘critical’ refers to a methodology that aims for emancipatory transformation of bigger systems as opposed to ameliorative change which may feel better in the short term but can ultimately serve to make unjust systems socially acceptable. One example might be the introduction of food banks in schools which address immediate hunger but do not challenge the economic system that leads to food poverty in the first place. It could even be argued that such measures become part of the problem by alleviating immediate distress without challenging its broader systemic cause, thus reinforcing a precarious voluntarist model of welfare dependent on the goodwill of schools (Holland, 2018). Of course, in many situations there is not a clear ameliorative/transformational dichotomy e.g. council housing is ameliorative because it addresses the problem of homelessness, but is also transformational in that the priorities of the market are undercut by a mass program of council house building (Smyth, 2013; Kagan et al. 2011, p.278).

Closely linked to the amelioration-transformation dimension is the concept of resilience. This originated in psychology research with child psychology studies (e.g.

Anthony and Cohler, 1987) that explored what protective factors led to some children coping better with adversity. However, critical psychologists note how, when used individualistically, the promotion of resilience can become an argument for the disadvantaged bearing responsibility for circumstances that are socio-political rather than of their own making: for acquiescence rather than resistance leading to transformation of an inadequate social system (Traynor, 2017).

Historically, the critical theory in critical psychology began with the Marxist academics and psychologists of the Frankfurt School such as Adorno and Fromm, with their underlying critique of capitalist economic organisation of society including the goal of ending capitalism. (Kagan et al, 2011). Its relationship to mainstream philosophical critique is expressed by Marx's well-known aphorism "Philosophers have only interpreted the world in various ways – the point, however, is to change it!" (Molyneux, 2012, p.1)

But there are other radical meanings of criticality which also seek to look beneath the surface appearance of dominant practices and narratives such as feminist psychology or the social model of disability. These too have a practical, systemic, rather than simply philosophical, focus (Kagan et al, 2011).

CCP is a huge and diverse field. The paper on which this current research was modelled, Thompson's "Exploring the trainees' view of a socio-political approach within UK clinical psychology" (2007), sets out to offer a starting point to uncovering the link between clinical psychology and CCP, by requiring participants to rate CCP derived statements. Thompson derived the statements by asking 56 psychologists internationally to generate them but he began with a list of essential themes to incorporate: social justice, social change, praxis, powerlessness, politics, diversity,

oppression, liberation, and social action; taken from British community psychologists Burton and Kagan (2001) and from American critical community psychologists Prilleltensky and Nelson (2002).

1.5 The researcher's own position and context.

Based on the CCP assumption that psychology is not just *value-laden* but *value-driven* (Evans et al., 2017), a priority of research then becomes the need for transparency about the researcher's own position as far as they are able to make out through self-reflection (conscientisation). This is about the researcher, in genuinely seeking the views of others, making clear the distinction between their own views and those of the participants (Agostinone-Wilson, 2013). The ontological and epistemological basis of the research itself is explored in detail in the Methodology section.

The researcher is an HCPC registered, LA employed EP, of 14 years' experience. The LA has a Conservative-run council and a predominantly white population with parts of the county suffering high levels of deprivation (data.gov.uk, undated, 14.7.19).

There is a higher than average rate of requests for Education, Health and Care assessments (Department for Education, 2018). One of the researcher's EPS's policy commitments is towards compulsory, but highly valued and quality professional supervision, separate from line management, for all its EPs (Ayres, Clarke and Large, 2015). This is presented as the context and preface for which this current research was a springboard in seeking the views of EPs in a service about SPCCPA with a hope of the research contributing to professional supervision through the development of EPs' reflexive skills.

The researcher was drawn to this specific aspect of research because of an interest in critical theory and Marxist methodology (Agostinone-Wilson, 2013), particularly since the researcher is a community activist. As a member of the Community Psychology Section (BPS), she also commits to the Birmingham Manifesto (cited in Kagan et al, 2011, p.317) which defines community psychologists as “citizens, ‘experts’ and workers” and to the York statement on poverty (UK Community Psychology Network, 2007). (Appendix i.).

She believes that these considerations are largely absent from the debate in educational psychology even though socio-political concerns in psychology generally are on the rise judging from increasing numbers of articles about socio-political issues in the British Psychological Society’s (BPS’) *The Psychologist* magazine.^{7, 8}

1.6 Summary

According to Fox, Prilleltensky and Austin (2009), the approach to psychological practice and reflexivity can be formulated into three broad categories, namely, mainstream psychology, mainstream community psychology and CCP. This is summarised in Table 1. In reality, there is cross-over between them: the approach in mainstream psychology is broadly one that focuses on the individual and family level in society, attempts objectivity and works on the assumption that it is possible to come close to a professional position of political⁹ neutrality. By contrast, the

⁷ For example, a recent report from BPS Annual Conference 2019 was about epidemiologist Kate Pickett’s keynote speech about the psychosocial impact of living in a society, such as the UK, with extreme inequality across the population. This was not so much about the overall level of poverty of the poorest that is compared to the poorest in the so-called developing countries of the world, but the relative difference in wealth between the richest at the top and those at the bottom of the wealth table in any society

⁸ A perhaps surprising finding is that the greater the difference in wealth between rich and poor, as opposed to wealth overall, the worse things are for everyone in general psychosocial outcomes (Kinman, 2019).

⁹ more usually referring to party political

mainstream community psychology model is one of practice that acknowledges a wider community context of individual and family experience. This keeps the macro level of society at large (based on Bronfenbrenner's bioecological model of human development- Bronfenbrenner, 1979) always in the *background* of thinking.

However, different to the other two models, CCP, although broadly keeping the macro level always to the fore of thinking (and seeing humans as predominantly socially driven), would usually reject the bioecological model itself. This argument would hold that, rather than there being a separate socio-political macro level, the socio-political and cultural are interwoven at *all* levels, including at the individual (or micro) level (Vélez-Agosto, Soto-Crespo, Vizcarrondo-Oppenheimer, Vega-Molina & García Coll, 2017).

The research must be contextualised as a relevant contribution to the existing research about EPs' view of SPCCPA in the UK. This is the purpose of the following literature review chapter.

Table 1. Assumptions and practices of: Mainstream psychology, Mainstream Community Psychology and CCP

Dimension	Mainstream psychology	Mainstream Community Psychology	Critical Community Psychology (CCP)
Explanatory framework	Micro and meso levels often to fore. Political/ideological aspects disregarded. Professional code of ethics seen as adequate to address issues of value and morality, e.g. HCPC professional standards.	Ecological (with macro level in the background), focus on risk and protective factors, contextualised but depoliticised.	Ecological (with macro level in the foreground), oppression, liberation, contextualised and politicised.
Place of values and ethics	Attempt to avoid bias. Belief that political neutrality can be approximated. Political/ideological aspects disregarded.	Value-laden, increased attention to ethics at the community level.	Value driven, focus on social ethics. Critique of capitalism. Politically aware. Political although not necessarily party political.
Research	Attempt at objectivity. Participants viewed as individuals rather than from a primarily social perspective. Researcher is scientist-practitioner.	Community-based, primarily post-positivist, minor emphasis on constructivism.	Critical constructivist, participatory, action orientated, and community based. Critical realist. Researcher is scholar-activist.
Focus of intervention	Casework; micro/ meso-systemic level	Focus on individual competence and strengths, resilience, wellbeing, prevention of problems in living for populations. Ameliorative.	Focus on systems and structures that promote liberation and well-being for all. Critical notion of resilience enabling collective resistance directed at liberation. Focus on transformation over amelioration.
Relationship between disadvantaged community members and community psychology professionals	Clear professional -client boundary. Acceptance of use of term 'customers' to refer to members of the public.	Collaborative model with multiple community stakeholders. Careful avoidance of appearing to act politically. Notion that conditions can be changed just through debate or making those in charge aware of the oppressive nature of conditions (Smail, 2005).	Accompaniment, solidarity between professionals and disadvantaged community members and allies in struggle for liberation through praxis. Professionals acting via campaigns and through trades unions aware of their potential systemic power in being able to withdraw their labour collectively.

Adapted from: Fox, Prilleltensky & Austin (2009); Bronfenbrenner (1979); Traynor (2017), and van Breda (2018).

Chapter 2: Literature review

2.1 Introduction to the review

The background of theory relevant to educational psychology, and how the discipline relates to a SPCCPA, was discussed in the previous chapter. Building on this, the current chapter systematically reviewed the research relating to UK EPs' views about a SPCCPA to practice (Evans et al, 2017). This was to explain the place of the current study within existing research (Creswell, 2009). It involved critical review of studies exploring the perceptions of EPs and allied psychological practitioners such as trainee EPs (TEPs) in EPSs. Studies that have incorporated the views and approach of EPs in socio-political and critical community aspects of work were surveyed. This was followed by a summary and outline of the rationale and aims of the research as a whole.

The following questions were posed as a basis for the literature review process:

1. What literature is there about EPs' views and approaches in relation to the socio-political and CCP perspective¹⁰?
2. What does the literature reveal about EPs' views and approaches in relation to SPCCPA?
3. How relevant is the literature to the aims of the current research in terms of its research design and focus?

¹⁰ Shortened to SPCCPA.

Using the Tavistock and Portman NHS Trust Library Discovery system, all EBSCO Host databases were employed including PsychINFO, Education Source and PsychArticles. Although many pilot searches were constructed and tried during the research process, the final search strategy was carried out in February 2019. Because the research was specific to the UK, search terms were not extended to include ‘school psychologists’ since these do not operate in the UK but represent a similar role to EPs in other countries such as the USA.

A Boolean technique was used to precisely filter the search in accordance with the search questions, using devices such as ‘AND’, and ‘OR’ between search terms, and the wildcard symbol * to incorporate multiple word versions of the same word stem (e.g. psycholog* could incorporate ‘psychology’, ‘psychologist’ or ‘psychological’). Limiters such as SU or TI, meaning ‘in the subject’ or ‘in the title’ respectively, were also used. A screenshot showing the details of the actual searches made is in Appendix k.

The title sentence “Exploring the view of practitioners from a LA EPS, of a socio-political approach within UK educational psychology.” was the basis for deriving the search terms. The terms taken from the title are shown at the top of the Appendix j. table, together with synonyms of each term used to search. Synonyms were included to incorporate as many relevant research sources as possible focussing on similar questions about educational psychology. For the specialist terms, socio-political and CCP, the indices of the key BPS approved text books were used to derive further key terms linked to the themes: *Critical Educational Psychology* (Williams, Billington, Goodley & Corcoran, 2017); *Critical Community Psychology* (Kagan, Burton,

Duckett, Lawthom & Siddiquee, 2011), the CCP textbook used by Thompson (2007) to develop his statements, and the only other main text focussed precisely on critical educational psychology¹¹, namely *Critical Educational Psychology* (Vassallo, 2017). Key terms were also taken from the paper on which this research was modelled (Thompson, 2007).

In summary, the search strategy incorporated two searches (Appendix k). The first used 'educational' AND 'psychologists' AND 'view' as a subject (SU) search and produced 21 results on removal of duplications (Appendix l). The second was based on the terms 'exploring' AND 'views' AND 'educational' AND 'psychologists' as part of the title (TI). This produced 201 results on removal of duplicate sources (Appendix m).

With the most relevant sources thus derived, they were appraised initially by reading their abstracts. This enabled the literature to be filtered down using inclusion and exclusion criteria, for example, excluding papers that were not about empirical research or not peer-reviewed (Appendix n).

At the next stage, a research appraisal tool, the CASP Qualitative Checklist (Critical Appraisal Skills Programme, 2018) was used to critically examine the qualitative value of the remaining papers in areas such as research aims, methodology, sampling, data collection, ethics, rigour, findings and the value of the research (Appendix o). The Mixed Methods Appraisal Tool¹² (Hong, Pluye, Fàbregues, Bartlett, Boardman, Cargo, Dagenais, Gagnon, Griffiths, Nicolau, O' Cathain, Rousseau & Vedel, 2018) was also used to examine four of the sources which involved mixed methods and

¹¹ Established through a search using the Discovery database of the Tavistock and Portman NHS Trust Academic Library.

¹² Henceforth referred to as MMAT.

quantitative approaches (Appendix p) in aspects such as rationale for methodology, integration of different kinds of data, and quality criteria. Building on the CASP and MMAT scores, all sources were then evaluated together using a Weight of Evidence (WoE) rating adapted from Gough (2007) explained in Figure 1 below.

Gough (2007) describes how, even when the aggregative literature review stages are completed, of formulating a review question and search protocol, then employing inclusion and exclusion criteria to create a map of literature (Fig. 2), this does not ensure that sources are fit for purpose in answering the review question. Gough's Weight of Evidence procedure (2007) was therefore used in a configurative way to address this (Gough, Oliver & Jones, 2013). It was a means by which the sources could be considered with regard to their particular relevance to SPCCPA, as well as in their rigour in seeking the views of EPs.

For validation purposes, the WoE rating was also conducted independently by an EP colleague with a SPCCPA interest. Some CASP scores were also averaged between raters, shown in the scores that end in **.5** (Appendix q). There was little resulting alteration of WoE final ratings except where overall ratings were resolved between raters as 2/3.

Figure 1. Rating adapted from Gough's (2007) Weight of Evidence (WoE) framework

For WoE A-C, sources were scored with 3 indicating high quality. Scores for A, B and C were combined to give a mean score.

WoE A: *rigorousness of the design covered transparency, comprehensiveness and repeatability of method; clearly presented and analysed; appropriateness of sampling and data collection to the study aims; clear link between findings and conclusion and in proportion to the method used. CASP (2018) and MMAT (Hong et al., 2018) were used to assist this WoE stage.*

WoE B: *Suitability of research design to the literature review questions. Criteria adapted from Schulze (2017, p.105). Criteria:*

- i) Does the aim of the research compliment the literature review's research question?*
- ii) Is the participant selection appropriate with regards to the research's aims?*
- iii) Is the method of data collection appropriate with regards to the research's aims?*

WoE C: *Research focus: How relevant the papers were in answering the literature review question? For example, whether it addressed CCP/socio-political directly (3) or if it covered an aspect of CCP/socio-political (2) or whether it was simply concerned with socio-political issues in a non-critical way (1).*

Any additional relevant literature found within these qualifying texts was also sought together with publications uncovered through perusing books close to the topic of this study. This revealed no further relevant empirical research.

Following this systematic search and critical review of qualifying papers, key themes emerging from the filtered literature were depicted on a literature map (Fig.2). This was used as the basis of this chapter.

2.2 What literature is there about EPs' views and approaches in relation to the socio-political and CCP perspective (literature review question 1)?

Once the inclusion and exclusion criteria had been applied, the literature search returned ten papers addressing the views of EPs' in the UK in relation to SPCCPA. These papers ranged in publication date from 2000 up to 2018 and could be divided into the four themes presented diagrammatically at the end of this chapter (Fig. 2) and described below:

- Firstly, there were papers exploring the theme of theoretical or ontological orientations within EP work, at the core of SPCCPA. They focussed on EP's views about children's rights (Atkinson, Bond, Goodhall & Woods, 2017), inclusion (Hardman & Worthington, 2000; Hick, 2005), social justice (Schulze, 2017 (doctoral thesis); Schulze, Winter, Woods & Tyldsley, 2018), and colonialism (Wright, 2017).
- Second were socio-political papers on the theme of marginalised or disadvantaged groups in society. Hill and Turner (2016) featured EP's views about the medicalisation of children's behaviour through the diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). Marks (2010 (thesis), 2012) explored EP's constructions of sexuality, and Rupasinha (2014 (doctoral thesis); 2015) looked at how EP's considered ethnic minority cultural factors when assessing for autism spectrum conditions.
- Third was a paper on the theme of the developing role of EPs. This related to the socio-political context of changing national economic policy and cuts to LA budgets (Lee & Woods, 2017).
- In the fourth theme, about psychological techniques, was a paper about EP's views about using dynamic assessment (Deutsch & Reynolds, 2000) which has a socio-

political basis because it represents a challenge to mainstream thinking about educational psychology assessment.

2.3 The evaluation and review of the resulting literature.

This section addresses the second and third literature review questions:

2. What does the literature reveal about EPs' views and approaches in relation to SPCCPA?
3. How relevant is the literature to the aims of the current research in terms of its research design and focus?

In what follows, the ten sources that met the inclusion criteria for this literature review were examined within each of the four categories described in section 2.2, using the Weight of Evidence framework (WoE). This framework looks at rigour (WoE A), design (WoE B) and focus (WoE C) in the research source. It is important to note that strict numerical rating comparison of the ten papers was not wholly practicable particularly since papers varied in the amount of detail they included about their procedures and methodology. It was noticeable that doctoral theses tended to be thorough in their theoretical and procedural exposition compared to papers included in journals where word limits are often more limited.

2.3.1 Hick, P. (2005). Supporting the development of more inclusive practices using the Index for Inclusion.

2.3.1.1 Summary

The research aim was not clearly stated but implied it was about deriving, through interviews and grounded theory analysis of the data, experiences of five EPs, from one LA, of contributing to whole school inclusion as a ‘critical friend’ using the Index for Inclusion tool (circulated to schools by the DfES¹³). It was hoped that results might provide information to assist other professionals to systemically support school inclusion.

2.3.1.2 Findings

Analysis produced five emergent themes: EPs drawing on their core values both personally and professionally; balancing the ‘critical’ and ‘friendship’ aspects of being a critical friend to schools in their inclusion development; EPs having skills in promoting the child’s voice during data collection in schools; and whether EPs saw promoting inclusion as part of their own development or as just bolted onto their role. Generally, it was found that the Index for Inclusion experience impacted on EPs’ general development in their role and that their generic skills contributed to how they managed involvement in the Index for Inclusion projects. The experience also tended to lead to EPs viewing inclusion as more universally desirable than just being confined to SEN work.

2.3.1.3 Critique

¹³ Department for Education and Science which has since been superseded by the Department for Education.

With regard to rigour (WoE A), research questions were not explicitly stated and there was little discussion of measures taken to ensure research rigour. For example, sample selection is not discussed or how representative it was of EPs as a group. There was no discussion of member checking or triangulation methods. The details of interviews with EPs are not given and there is scant information about techniques used to ensure trustworthiness such as peer review of themes derived from the analysis (Creswell, 2009). However, journal publishing requires much shorter word length than a thesis and so a more summarised version of the research process is perhaps to be expected. Nevertheless, the CASP score was approximated as 7 out of 10 and further details are given in Appendix q. equating to a 3 (high score) for research rigour.

2.3.1.4 How the paper relates to the literature review questions

Similar to Hardman and Worthington (2000), this paper focussed on inclusion, a key principle of SPCCPA. However, it also went further in researching EPs' involvement in systemic work to promote inclusion. It thus had an emancipatory purpose in supporting techniques to invoke progressive change which is highly relevant to SPCCPA. This was also evident in the paper's mention of the radical notions of "resisting oppression" and the "reconstructing educational psychology movement" (Hick, 2005, p.119).

The paper was rated at 2/3, or medium to high, for research design (WoE B). In relation to the aims of the current research to discover the view of EPs about a socio-political approach, it did seek the views of EPs within one LA, similar to the current research. The research necessarily looked into how EPs viewed the important CCP

notion of inclusion and how these views changed during the course of EPs supporting schools to develop inclusive practice. Indeed, it found that EPs became more critical in their stance in that they tended to take a more universal view of inclusion than at the start. The paper was not given the higher WoE rating for the areas of design (WoE B) and focus (WoE C) because it was not solely about EPs views of the CCP area of inclusion but more about their experience of working as a critical friend in schools.

2.3.2 Rupasinha (2014). An exploratory analysis of EPs' understandings of ethnic minority cultural factors within assessment for autistic spectrum condition. / Rupasinha (2015). Addressing an imbalance? EPs' considerations of ethnic minority cultural factors in assessments for autistic spectrum conditions.

2.3.2.1 Summary

Originally a doctoral thesis (2014), this research was later published as a journal article (2015). The paper was prefaced by evidence that the tendency of LAs to award statements of SEN for autism spectrum need varied significantly according to the child's ethnicity even where other markers of disadvantage, such as relative poverty, were accounted for. This disadvantaged those of South Asian heritage compared to white children. It hypothesised that this might have indicated broader tendencies in the recognition of autism need by ethnicity. Evidence from the 1990s was also cited that nationally EPs tended not to make positive use of ethnic minority cultural factors (EMCF) even if aware of them. The findings were based on semi-structured interviews with three EPs, and examination of regional demographics and locally imposed procedures for assessing ASC for each one.

2.3.2.2 Findings

Interview data was thematically analysed and shown as complex. Commonalities were identified across the participants' data to produce nine common themes. Two of these may have been influenced by exposure to the researcher's information on EMCF before interview. Thus, participants reported that their assessments incorporated consideration not of ethnicity as such but by factors associated with it. They noted, "lack of ethnic heterogeneity in the presentation of ASC" (Rupasinha, 2015, p.86) and the importance of adjustments in working with children and families in being sensitive to EMCF. However, EPs revealed shortcomings in theoretical understanding of the rationale for responding to EMCF and inconsistency of application. Local experience and habits of work appeared more influential than reference to the evidence base to inform practice although EPs did not identify this context as a factor in their assessments. EPs did not seem particularly reflexive about overarching socio-political concerns such as equity for ethnic minority children and families, nor did LAs monitor relevant data or impact on equality outcomes.

2.3.2.3 Critique

Although this paper sought a "diverse range of practitioners" (p.79, 2015), the sample is limited to only three EPs, albeit competent in ASD work and from different practice settings including one LA. This is acknowledged as a limitation.

Generalisability is not seen as a reasonable category for evaluation of qualitative research (Lincoln and Guba, 1985) such as this but transferability may be questioned here. The researcher does describe techniques to improve rigour such as inter-rater checking of coding of themes with a colleague. There was also triangulation in the use both of EPs views and of demographic contextual data about ethnic minority

factors. There is some dissonance in the write-up whereby, at one point, EPs' practice was reported as uninfluenced by work context then later this was described as a factor. Nevertheless, the paper gained a WoE A rating for research rigour of 3, or high, overall and this is examined in greater detail in the CASP evaluation in Appendix q.

2.3.2.4 How paper responds to the literature review questions

It seems from this research that there was a pattern whereby EPs' views revealed low confidence and an anxiety about being seen to respond progressively to needs arising from ethnic factors but that there was a lack of clear rationale or socio-political level of understanding and this was not supported by an overall systemic challenge to ethnic disadvantage in communities by EPs' LAs.

The paper was given a medium rating for WoE B- design and for WoE C- research focus. This was because, although it served an emancipatory purpose in exploring the stance and competence of EPs in considering ethnic minority factors, it did not have the breadth of perspective in relation to the current research in that it was not purely focussed on a CCP topic but was focussed on the area of autism assessment. This is not a failing of the paper itself, but just about its relevance to the current research aim.

2.3.3 Lee, K. & Woods, K. (2017). Exploration of the developing role of the EP within the context of “traded” psychological services.

2.3.3.1 Summary

The paper opened with the context of the government neoliberal agenda of austerity cuts based on privatising models of public service delivery to LAs in the UK and how various traded models of EP service delivery began as an economic response. The study aimed to discover how this affected EP work by recruiting six EPs from an emerging traded-service and three from a more established one. Some commissioning professionals also participated. Data was collected through interviews, focus groups and examination of service documents. It was analysed thematically.

2.3.3.2 Findings

Findings were of a mainly positive impact of traded services on the role of the EP. The ethics of schools as customers directing the work of EPs was discussed. It was found that the proportion of casework increased but that more training was delivered overall resulting in a greater range and more responsive EP work. However, there was more emphasis on ‘customers’ needing to see objectively measurable impact for their money. A phenomenon whereby EPs’ work was filling gaps left by other services that had experienced austerity cuts was described. EPs also experienced a reduction in their critical friend role with schools with a shift to more school-directed work. An improvement in relationships between the school and the LA was noted by commissioners. Buying services from the LA, rather than privately, was preferred by schools for quality assurance. There was some concern from EPs about equality of access to the EP service. However, in a partial trading arrangement, there was retained time for ‘vulnerable children’ and it was felt that ethical sensitivity developed.

2.3.3.3 Critique

The paper describes standard elements of research rigour such as inter-rater modifying of analytical coding to ensure accuracy and validity and passing a formal ethical process before commencing. It achieved a WoE rating for rigour of 3 or high. It was commendable from a socio-political or CCP (SPCCP) perspective that the paper detailed the socio-economic neoliberal context of traded services based on contested theory (rather than an evidence base) that public services can be improved through privatising measures. However, although there is a commentary about fears at the time of how the EP role might be impacted, from thence on there is no discussion about whether EPs should engage in critique at this global and governmental socio-political level. For example, it might be asked if EPs need to reflect on the ethics of the neoliberal approach in relation to the espoused emancipatory and public service aims of the EP profession or, indeed how they might challenge the process rather than try to accommodate it. For example, research questions included “Within the trading context, how do EPs communicate and promote their role and contribution?” and “How do EPs see their distinctive contribution to the context of traded services?” (p.114). These could be characterised as loaded questions which could have limited the range of views from EPs about the traded service model. In fact, the positive framing of traded services was listed as a limitation of the research. Also, in focus groups, ethical concerns were raised about schools as customers under the model, controlling EP priorities. In response to concerns about equal access to the EP service regardless of school decisions about what to buy from the EPS, the partial trading model was seen as a way of holding back time for children with the most needs. This still begs the question about equality of access for all children.

2.3.3.4 How the paper responds to the literature review questions

With regard to EPs' views on SPCCPA it is difficult to tease out EP views from the emergent themes of cross case analysis- the cases being the EPSs. This was because data from cases also included views of service commissioners. Perhaps, in comparison with EPs, the existence of the latter professionals' jobs rested on a marketised model of EP service. So, it was potentially in their interest to talk from the position of favouring evidence to justify traded services. This could have skewed the overall conclusions about the role of EPs in traded services. Thus, the research received a WoE B rating for research design of 2 in terms of how this model of research related to the current research. For research focus and its relevance to EPs view about SPCCPA, the WoE C rating given was 1. Again, this was because, although EPs views about a socio-political topic were sought, they were confined within a traded service model.

2.3.4 Atkinson, Bond, Goodhall, & Woods. (2017). Children's access to their right to play: Findings from two exploratory studies.

2.3.4.1 Summary

The paper surveys evidence about the importance of play to children's development. In seeking to investigate whether EPs could uphold children's right to play under the UNCRC¹⁴ (1989), this study surveyed six female EPs from one LA within a focus group using a semi-structured interview.

2.3.1.2 Findings

¹⁴ United Nations Convention on the Rights of the Child.

Initial codes from thematic analysis of the transcript of these EPs' views, was converted into 6 main themes: recognition of instrumental use of play; play being valued for social, developmental, learning & intrinsic purposes; the potential role of the EP in promoting children's play rights; the actual restricted and reduced role of the EP; barriers to typical play for children with SEND; and the wider socio-political environment. Participants valued ensuring children's opportunities both for free play, including support for children with SEND to access this, and play for specific objectives. EPs contrasted their potential emancipatory role in this respect, with the realities of restrictions on their role owing to the socio-political context of their employing LA. However, examples and further potential for EPs to promote play at a systemic level were described. EPs detailed other barriers to children's play, such as schools' fear of failing under the government's school standards because of the difficulty of demonstrating the academic impact of time spent in free play.

2.3.4.3 Critique

A colleague inter-rated the coding and a member check of themes from the thematic analysis ensured validity. The paper was given a WoE C rating for rigour of 3, or high. However, being exploratory and small scale, and with results impacted by environmental factors, this may have reduced transferability.

2.3.4.4 How paper responds to the literature review question

Human rights such as the rights to play of a less powerful group such as children are a central to the SPCCPA and to liberal-humanist socio-political thinking (Kagan et al., 2011). This paper created a starting point into further research into EPs' views about children's rights and how to participate in promoting emancipatory change. It was awarded a WoE B rating of 2 for research design and research focus (WoE C) for its

relevance to this current research in seeking EPs' views about SPCCPA since although it had an emancipatory focus this was focussed on a specific area, i.e. play.

2.3.5 Marks, C. (2010). An exploration of EPs' constructions of sexuality and the implications for practice. / Marks, C. (2012). EPs' constructions of sexuality and the implications for practice.

2.3.5.1 Summary

Originally a doctoral thesis (2010), this research was later published in a journal (2012). The research followed from a literature review revealing how sexual minority young people were disadvantaged in education despite a supposed inclusion agenda. It filled a gap in existing research about a vital aspect of EP knowledge and practice. Discourse analysis of semi-structured interviews was employed to examine constructions of seven EPs from one LA, about sexuality in relation to their practice.

2.3.5.2 Findings

The EPs' views reportedly revealed diverse constructions of sexuality. They emphasised avoidance of prejudice through normalisation of diverse sexual orientation. An important theme was that of the EP as advocate for the young person of non-conforming sexuality whilst working systemically to raise awareness of sexuality diversity. However, the characterising of sexuality as a "sensitive area" (Marks, 2012, p.82) also permitted EPs' evasion of challenging embedded heterosexism in schools.

2.3.5.3 Critique

The paper noted the importance to rigour in discursive research of reflexivity about researcher bias. There was consideration of different aspects of rigour and a WoE score of 3 was awarded as a result. (Further details are given in the CASP rating in Appendix q.).

2.3.5.4 How paper responds to the literature review questions

The SPCCPA views sexuality as a category of human experience historically impacted by dominant heterosexist discourses requiring socio-political critique and emancipatory struggle to overcome (Williams, Billington, Goodley & Corcoran, 2017). Whilst the social constructionist epistemology of Marks' (ibid.) paper is an important technique within SPCCPA, it is also critiqued for confining the emancipatory project to a consideration of language with little practical challenge to other socio-political bases of distress such as material disadvantage (Kagan et al, 2011). This is one reason why the paper was given a WoE C rating at the medium level (2), for research focus but also because it sought EPs' views in a specific area of socio-political practice rather than across different experiences of oppression and disadvantage. A WoE B rating of 2 was given for research design because the paper took a social constructivist rather than critical realist approach more in keeping with the current research.

2.3.6 Hill, V., Turner, H. (2016). EPs' perspectives on the medicalisation of childhood behaviour: A focus on Attention Deficit Hyperactivity Disorder (ADHD).

2.3.6.1 Summary

Commissioned by the BPS Division of Educational and Child Psychology, the researchers surveyed 136 EPs across 70 UK local authorities to uncover their perspectives about the medicalisation of children's behaviour, especially regarding the phenomenon of attention deficit hyperactivity disorder (ADHD) diagnosis in CYP.

2.3.6.2 Findings

EPs participating reported having little involvement in diagnosing ADHD and the child's voice was perceived as suppressed within the diagnostic process. However, children's support was more likely to avoid a within-child approach where EP's were involved.

2.3.6.3 Critique

The survey provided some qualitative data through some open questions but denied deeper investigation of EPs' voice. The paper was detailed in explaining measures taken to ensure validity such as inter-rater comparison of themes generated.

Quantitative analysis was also triangulated by providing the statistical significance of findings. This level of thoroughness resulted in a WoE rating of 3 for A- research rigour.

2.3.6.4 How paper responds to the literature review questions

SPCCPA critiques the medicalisation of children's presenting needs and explains the historical and socio-political origin of this practice, advocating the importance to human development of a social model of disability (Kagan et al, 2011). The paper takes a stance against the medicalisation of children's presentations (as do its EP participants), concluding there is a need to manage prescription rates and promote a

multi-professional, more socio-political approach to assessment of children in this group, particularly in the early years and with regard to children from disadvantaged groups experiencing disproportionate levels of ADHD diagnosis. The paper gained a WoE B rating of 3 for design in that it sought the views of EPs as a main aim. It was given a rating of 2 for WoE C (focus), because, although medicalisation is an important aspect of SPCCPA, the paper did not critique this phenomenon within a broader CCP context.

2.3.7 (Deutsch, R. & Reynolds, Y (2000). The use of dynamic assessment by EPs in the UK.

2.3.7.1 Summary

This paper was original in seeking the views of EPs about using dynamic assessment (DA) in practice. DA presents a fundamental epistemological challenge to the psychometric assessment EPs are traditionally more known for, since it rests on Vygotsky's concept of the *zone of proximal development* (ZPD). In simple terms this is the potential of the child's cognitive development if a more competent adult or peer scaffolds, or supports, new learning. As the paper discusses, DA is not just another assessment but has a paradigmatically different approach to the traditional quantitative psychological assessment of children as individuals at a moment in time engaged, independently of adult help, in set tasks; as if this were predictive of future functioning. Instead, DA sets their development in the context of being essentially socially-cultural learners, gauging how they are able to improve their performance within a relationship- it is the potential for change; hence why it is *dynamic*.

2.3.7.2 Findings

The views of EPs about DA from this study included an underlying interest in the approach. Overall, participants viewed its advantages as its responsiveness to the child's needs; as promoting self-esteem by emphasising strengths over deficits; as interactive; as incorporating information to support intervention; as an alternative to psychometric testing; as offering a richness of information; as less culturally discriminating and offering a challenge to the LA constraints on progressive practice. The disadvantages of DA were generally viewed as the time-consuming nature of the assessment and write-up; the unfamiliarity of its conceptual language for teachers and parents; difficulty in linking it to actual classroom work; as being too subjective in its interpretation; as lacking an evidence base for effectiveness in long term practice; inaccessibility of materials; and incompatibility with LA constraints.

2.3.7.3 Critique

It clearly described measures taken to ensure ethical standards and rigour. This included ensuring validity by piloting the mixed-methods questionnaire used with the 88, mainly LA, EPs who returned replies. The sample was spread across Britain and had prior knowledge of DA but not great experience in practice. It was rated as 2 or medium for the WoE rigour category (Appendix q.).

2.3.7.4 How paper responds to the literature review questions

From a socio-political point of view, DA is part of a more general philosophy of education which emphasises learning as a social activity and is concerned more with process than product. It can be counterposed to a view of education as being about the transmission of curriculum content for the purpose of passing summative tests.

Vygotsky himself developed his thinking in the context of the Marxist-inspired socialist society in Russia following the 1917 revolution. His aim was to develop a

capital of psychology along the lines of Marx's ground-breaking method of analysing history and social change set out in his main work *Das Kapital*. (Elhammoumi, 2010). It is probable that most teachers or EPs, although they are introduced to Vygotsky's concept of the ZPD during training, never reach the stage of understanding the socio-historicocultural origins of Vygotsky's thinking (ibid.). The authors suggest that the importance of DA is as much about the different paradigm of pedagogy and assessment that it offers as in the details of practice so far developed by its specialists.

The paper is highly relevant in that it has a clear aim of seeking the views of EPs about an area clearly linked to SPCCPA (WoE C). In using methodology to do this the paper was rated at 3, high, for design relevance (WoE B). It is not a study of a discrete aspect of disadvantage but a technique with potential to challenge at an ontological and epistemological level which has CCP relevance. However, in not offering challenge at a broader more socio-political level it was rated at 2 for WoE C; research focus.

2.3.8 Wright, R. (2017). The stain of colonialism: is educational psychology “haunted” by the effects of colonialism?: using decolonised methodologies to interrogate practice.

2.3.8.1 Summary

The paper rated highly, at 3, for rigour (WoE A) and details can be seen in the CASP evaluation (Appendix q.). It was unusual in interrogating EP practice in a more profound and deeply reflexive socio-cultural way than others, delving into the world historical impact of colonialism on systems and on individual socio-political

consciousness. It attempted to reconstruct educational psychology, challenging mainstream psychology's focus on individual pathology to instead highlight the socio-political causes of distress and disadvantage. It moved away from "Eurocentric forms of knowledge" (Wright, 2017, p. 3) steeped in a history of racialisation on which EP techniques, discourses and assessment are founded, instead using the psychopolitical lens, based upon black feminism and intersectionality, of autoethnography and sharing circles, to examine mainly white TEPs' casework practices. Because it only sought the views of TEPs the paper was rated at 2 for WoE B; design.

2.3.8.2 Findings

The paper concluded that psychology's historical emphasis on "colonised" epistemologies of the comparison and measurement of individuals imbued the casework of the TEP participants and that, in practice; they tended to desert socio-political considerations in their work.

2.3.8.3 Critique

This research was limited by confining its participants to Trainee EPs rather than qualified EPs but was bold in presenting a starting point for further socio-political challenge to emancipatory EP practice. It was thorough in the reflexivity it engaged with and ground-breaking in highlighting a radical research technique as a way of trying to uncover unconscious biases within EP work that might reinforce injustice. However, despite its extraordinary theoretical scope, the paper confined its concern within the perspective of identity politics and its ultimate proposal for change was for individual self-examination by EPs, rather than emancipatory action en masse. This

seemed to contradict the proposed aim of reconstructing educational psychology socio-politically.

2.3.8.4 How paper responds to the literature review questions

This paper, perhaps more than any other examined in this review, addressed core phenomena from SPCCPA, delving radically into critical socio-political concepts of oppression, power, resistance and revolution beyond the scope of mainstream liberal-humanist social justice concerns. It truly examined the notion (that is the premise to the current research) that political neutrality in professional practice is impossible and that by failing to challenge dominant discourses and the socio-political status-quo, EPs, perhaps unwittingly, collude with injustice. Because of this scope it was rated at 2/3 for WoE C; focus. It concluded that despite demonstrating socio-political awareness of the nature of oppressive professional practices, TEPs still seemed drawn into using these in their work.

2.3.9 Schulze, J. (2017). Exploring EPs' view of social justice. / Schulze, Winter., Woods, & Tyldsley. (2018). An international social justice agenda in school psychology? Exploring EPs' social justice interest and practice in England.

2.3.9.1 Summary

The systematic literature review prefacing this paper concluded that although EPs saw the importance of social justice within practice, the literature mainly reported on experience of American school psychologists. In the resultant research into the views of EPs in the UK, the researcher used semi-structured interviews of nine EPs followed by thematic analysis and a grounded theory process to explore their definitions of social justice, how important they saw it in practice, how it looked in

practice and what role the EP profession should take in promoting social justice. In seeking the view of EPs about a critical socio-political area, a WoE rating of 3 was given for B, research design.

2.3.9.2 Findings

The research suggested that, similarly to American school psychologists, the UK participant EPs focussed on “fairness, equality and equity; discrimination, disadvantage and marginalisation; diversity and inclusion; and action” (Schulze, 2017, p.68). The importance of the topic was also linked to socio-political context such as the impact of austerity on EP services and on UK communities. EPs interviewed were unsure if other EPs shared their commitment to social justice and, despite arguing the need for action to promote change, they feared the potential personal risks.

2.3.9.3 Critique

There was full explanation of measures taken to ensure rigour and replicability with this research including ethics procedures, details of sampling, data collection and analysis and a discussion of trustworthiness. Thus, a high WoE rating was given of 3 for rigour (A). The paper noted that the participants, as volunteers, may have skewed the result towards views of EPs already interested in and committed to social justice.

2.3.9.4 How paper responds to the literature review questions

Social justice is a SPCCP concern. However, this paper did not address SPCCP in a wider or deeper socio-political sense such as at the level of questioning global systems' impact on social institutions, discourse or individual consciousness as the current paper sets out to do. Thus, a WoE for focus (C) of 2/3 was given. The paper

noted a commonality with EP's views in other socio-political research that they may value ideas of social justice but lack the socio-political wherewithal or confidence to overcome systemic constraints (e.g. Fox, 2015).

2.3.10 Hardman & Worthington, (2000). EPs' orientation to inclusion and assumptions about children's learning.

2.3.10.1 Summary

The authors described UK progress on the 1994 Salamanca Statement promoting inclusion in European schools, as minimal except for a few examples of excellence. They attributed this to disputed definitions of inclusion leading to children being fitted in rather than adaptations being made in mainstream schools to suit children's needs. They also pointed to policy being impacted by marketisation, increasing individualism and the accountability agenda in schools as militating against inclusion. The authors were responding to calls for a socio-cultural approach exploring attitudes to inclusion amongst professionals and in society. Prior to this, research into the views of EPs about inclusion was sparse. This study used a questionnaire, (intended as a national survey of LA EPs) in two parts: 1) into a Hypothetical Ideal Placement Scale to gain the ratings of 144 EPs' from 37 LAs, about whether students with SEND should attend mainstream schools or be educated in other settings. 2) The Theoretical Orientation Scale measured attitudes to the idea of inclusion using a Likert scale. EPs' were asked to respond based on hypothetical children presented in vignettes created through a literature review and consultation with EPs prior to the research. They also compared different tendencies towards inclusion across LAs and noted pressure on EPs both to recommend provision that LAs can afford, whilst supposedly acting in the child's best interests.

2.3.10.2 Findings

The inclusion history of the employing LA, seniority, or the teaching background of EP participants made little difference to EPs' overall positive attitude to inclusion. However, they opted to retain specialist settings as a choice for students with profound and multiple needs.

2.3.10.3 Critique

The authors noted that a relatively poor response rate to the questionnaire could have resulted from the choice of distribution method, via PEPs, or from the time limit placed on responses of only six weeks. The research aim of gaining the views of a large representative sample of English LA EPs about inclusion was broadly met. There was rigour in using correlation to establish the internal validity of the scales. It included opportunities for nuanced responses such as whether EPs' thinking corresponded to a Vygotskian or behaviourist approach. It also acknowledged the potential for experience or LA context to impact EPs' position on inclusion. However, the paper's quantitative methodology did not permit EPs to offer spontaneous comments and thus missed an aspect of EP views. Thus, a WoE of 2 was given for design (B).

2.3.10.4 How paper responds to the literature review questions

This paper provided new information about English rather than UK EPs. It sought a nuanced position on inclusion which, as a counter to the current neoliberal context of UK education (Goodley & Billington, 2017), is a distinct aspect of SPCCPA. It concluded that EPs held inclusive ideals. However, despite referring to the notion of inclusion as going beyond special needs to include all otherwise marginalised groups,

with regard to language, ethnicity, gender and so on, as disabling categories within a non-inclusive society, this is not touched upon in seeking participant EPs' views. The research did not seek EPs' views about their power to promote actual inclusion or contribute to progressive change but noted the importance of the national socio-political context in influencing views. Being nearly 20 years old it is in need of updating to seek current EP views. A WoE C rating of 2 was given for focus.

2.4 Synopsis of the literature about EPs socio-political views

This systematic literature review was conducted to find out what existing literature there was relevant to the aims and research question of this paper, namely “How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?” A summary of themes across the papers reviewed was presented in Section 2.2 and is represented in Figure 2 at the end of this chapter. To restate, in seeking to do this, these questions were posed for the literature review:

2. What does the literature reveal about EPs' views and approaches in relation to SPCCPA?
3. How relevant is the literature to the aims of the current research in terms of its research design and focus?

Ten papers met the inclusion and exclusion criteria (Appendix n.) and they are listed in the rating tables in Appendices o to q. All papers addressed EPs' views in various ways about socio-political themes.

Earlier, the position of EPs in this regard, was framed according to Thompson's (2007) study of the views of TCPs about SPCCPA. In this he found that the trainees were not ignorant or indifferent to socio-political concerns. Indeed, they saw their relevance to practice, but encountered practical barriers to adopting SPCCPA. A paper by Fox (2015) was also highlighted: This asked if EPs in the UK are aware or acknowledge a need to challenge the status-quo, prejudice or oppressive institutions, whether they see injustice but do not know what to do about it, or feel pressure to conform to dominant narrative that preserve the status-quo. (p. 394).

The following is a summary of what these ten papers revealed:

Of the papers concerned with theoretical approaches, namely: social justice; the impact on practice of colonialism; children's right to play; and inclusion, Hick (2005) revealed that EPs came to see inclusion in a more universal way in the course of doing systemic work with schools to promote inclusion. Atkinson et al. (2017) found that EPs valued the promotion of play for children and felt they had a role in supporting this but saw restrictions on their role within the LA and the loss of the necessary autonomy in schools caused by the government's standards agenda. Ways to tackle these barriers were not considered. Hardman and Worthington (2000) also found that EPs valued inclusion as a principle but wanted to retain the choice of specialist schools for those with profound and complex special needs. Schulze (2017) described how EPs characterised social justice in terms of fairness, equality and equity' discrimination, disadvantage and marginalisation, diversity and inclusion. They also highlighted a need for action to promote these things but lacked confidence or wherewithal; worrying about whether their peers shared their concerns or if the personal risks of taking a stand were too great. Wright (2017) found that trainee EPs'

work was impacted for the worse by colonial influences and in practice they avoided socio-political issues.

In papers about marginalised groups: children diagnosed with ADHD; sexual minority young people; and ethnic minority factors in ASC assessment, there were similar issues. Rupasinha (2014, 2015) found that EPs, although not unconcerned, lacked competence in considering ethnic minority issues in relation to autistic needs and they were not reflexive about larger scale socio-political concerns to do with disadvantaged groups. Marks' (2010, 2012) findings were that EPs were concerned to avoid prejudice about diverse sexualities and to advocate for young people in this regard but used the notion of sexuality being a sensitive area to avoid confronting heterocentrism. However, the EP participants in Hill & Turner's (2016) research were unequivocal in challenging the medicalisation of children's behaviour, a within-child approach, and advocating for the child's voice. They were successful in influencing the process to this effect when involved in the assessment process. It is interesting to note that this issue has been a prominent campaign area for the EPs' trade union and professional body, the Association of EPs, which begs the question of whether this is a source of confidence, and therefore greater success, for EPs in advocating in this later area.

It must also be noted that a gap was found in the literature in that there were many marginalised groups, such as the visually or hearing impaired, those with specific learning difficulties, young carers, young transgender people, young homeless people, or those who have experienced sexual abuse (Association for Young People's Health, 2020), about which the search returned no papers.

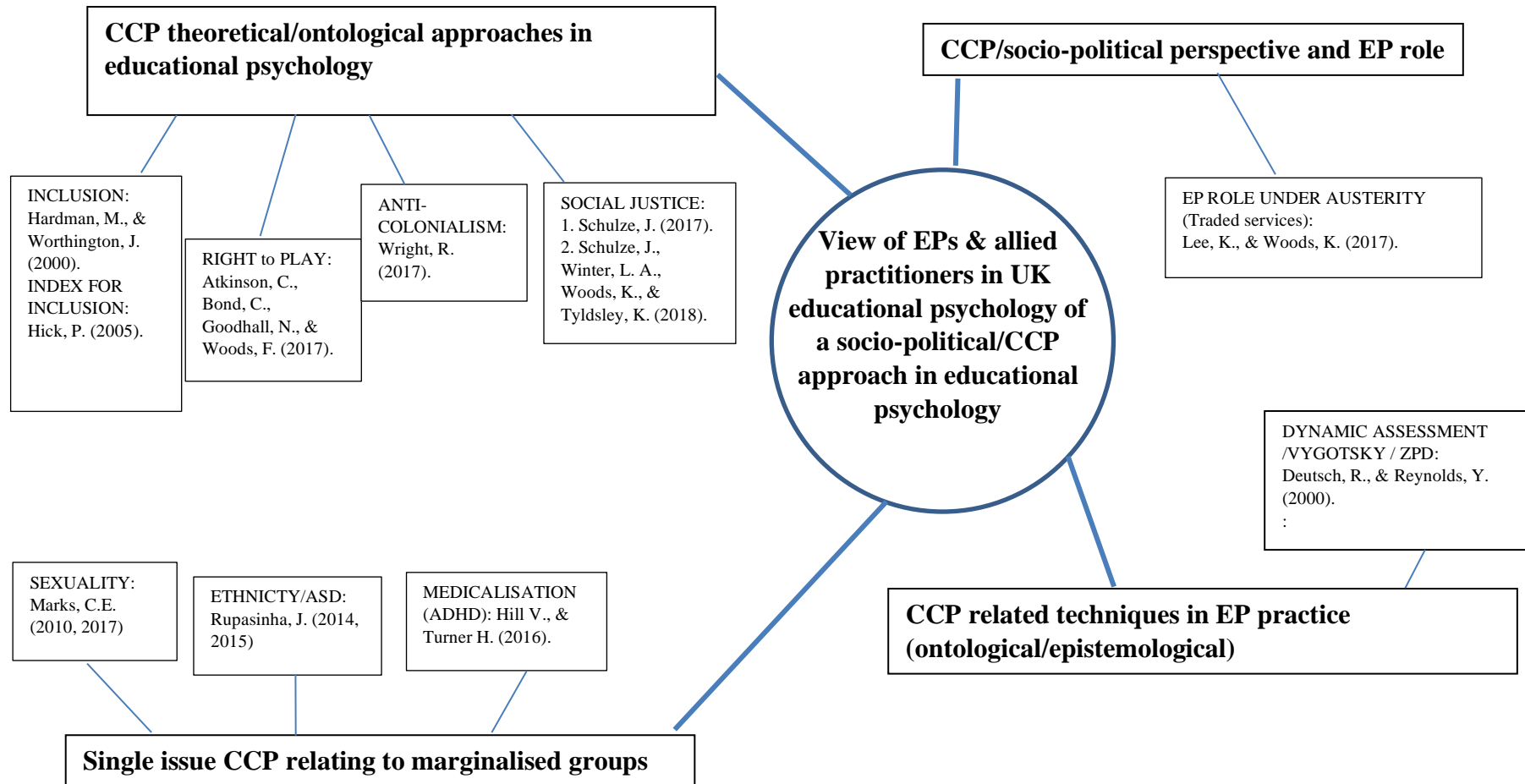
Lee & Woods' (2017) paper about EPs within traded services arising from LA austerity cuts highlighted EPs' concerns about the traded model impacting equity of service delivery to CYP. The authors were surprised that, overall, EPs felt that trading brought improvements. However, it is arguable that the use of a positive slant on trading in the questions asked, limited the responses EPs gave and opportunities to critique aspects such as the possible contribution of trading to the privatisation agenda with longer term negative effects on services.

Deutsch & Reynolds' (2000) participants were self-selected as interested in dynamic assessment as a progressive assessment technique that they favoured as strengths-based, inclusion-related, confidence-building and less culturally biased, but noted that it was often incompatible with LA constraints and top-down pressure to measure impact in more simplistic ways.

In conclusion, evidence from the sources, showed that EPs were concerned about socio-political issues, but with the exception of some success in advocating against medicalisation within ADHD assessments, lacked expertise and confidence in using SPCCPA and were readily halted from progressive action by systemic constraints. There was no evidence of EPs having awareness of ways to fundamentally challenge the status-quo in their practice, for example through campaign work or collectively via trade union activity.

The sources uncovered in this systemic literature search, showed gaps in the research; in socio-politically focussed studies concerning many marginalised groups in society, and gaps in investigating EPs' views about SPCCPA itself, as opposed to aspects of it, such as social justice: Hence this current research.

Figure 2. Literature map of sources exploring the views of EPs about the relevance of the SPCCPA.



Chapter 3: Methodology

3.1 Introduction

The systematic literature review in the previous chapter revealed a dearth of empirical research specifically concerning the views of EPs in the UK about an *overarching* socio-political or CCP approach to practice (SPCCPA) as opposed to *single issue* studies (although these, too, covered very few marginalised groups). This chapter is intended to set out in detail the decisions and research methodology used to try to answer the research question: “How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?”

3.2 Research philosophy

3.2.1. From world view to theory

According to Kuhn (1996), in scientific terms, the shift from one paradigm to another constitutes a scientific revolution. Each paradigm represents a distinct world view and thus paradigms are not directly comparable with each other but different and composed of different conventions. Thus, it would be unfair to directly compare Ptolemy’s writings (Earth is the centre of the universe) to Copernicus’s (Sun is centre of universe) since they work with different concepts and at culturally different stages of history. By this token, normal science develops with relative conceptual continuity within a paradigm stage until sufficient anomalies accrue that a quantum change or scientific revolution happens (Agamben, 2009).

One's research paradigm or world view is a larger framework for the conduct of research in any area. In setting out one's research transparently it is crucial to clarify the underlying world view from which foundation the research is conceptualised (Guba, 1990).

The Marxist method favoured by the researcher, allows for various research techniques (Vaillancourt, 1988) but can be broadly characterised as social constructionist in the way it positions individual agency in relation to the boundaries and influence of social institutions. That is people "make their own history but they do not make it as they please; they do not make it under self-directed circumstances, but under circumstances ... given and transmitted from the past." (Marx, 1852, cited in Agostinone-Wilson, 2013, p. 68). A research tradition that has developed from the thinking of the Marxist social scientist Bhaskar is that of critical realism (of which more later). It is from this philosophical position that the current research is built.

3.2.2. Ontology- what exists and the nature of reality

The philosophical term ontology refers to what it means to be or exist (Corcoran, 2017). This is important because it has a bearing on how reality is conceptualised. The crudest version, perhaps, is that reality is a set of fairly stable phenomena which make up the world and that these are there to be directly discovered through objective observation. This is a dualist model whereby there is the person or subject and the outside, objective world (Packer and Goicoechea, 2000). In this model we use language to *directly* represent what we perceive the world to be like.

At the other extreme to this is a relativism that asserts that there is no definitive truth about the world or its reality but instead different versions of truth (Moore, 2005). By this token, the way we experience, or know, the world is conditioned or situated by

the social position of the researcher, where they fit within the complex matrix of power relations between groups in society, their historical time and place. As part of this social situatedness, too, it is suggested that we know the world, *not directly*, but mediated via the system of language we inhabit (Wittgenstein, 1953). This overcomes a dualist picture of what exists, mentioned earlier: the person is no longer a separate entity from the world and there is no clear division between the subjective and the objective. The way we perceive the world is mediated by paradigm shifts; ideological frameworks or discourses that change with time and according to which economic, cultural or social group we develop and live within (Cromby and Nightingale, 1999).

Between a model of positivistic science that reality is an objective phenomenon that can be discovered directly through observation (Hayes, 1998), and a relativism in which no definitive truth is available (only diverse truths from various perspectives) is an ontology termed critical realism whose origin, as said, is often attributed to the Marxist philosopher Bhaskar (2011), whereby there are:

“dimensions of existence in continuous dynamic causal interaction. Thus not only are many ‘natural’ ills and disasters socially produced, but social production may have absolute natural limits and conditions”

(Bhaskar, 2011, p.5).

It is important to make the distinction between Campbellian critical realism which has a more positivistic leaning and Bhaskar's. With regard to Bhaskarian critical realism, Fleetwood (2013) characterises it as one of the two main strands of realism that contrast with idealism. This is where idealism, or relativism, relates to the realm of ideas and discourse, manifested through human cultural phenomena such as signs and language. Of the two aspects of realism, critical realism is the partner to empirical realism. The latter is exemplified by observable discrete phenomena; the former by

phenomena which exist in a more fluid, interactive, relational way, in keeping with social processes.

Fleetwood (ibid.) makes the point that realism can be about the reality of natural phenomena such as animals, rocks or gravity. It can equally well be about social reality. Here Fleetwood gives the example that, although unicorns are not real in the empirical sense, they are nevertheless a social reality in that some people believe in them.

Thus, this research, in making use of critical realist thinking, approaches its task from the assumption that there is a reality to be discovered scientifically. However, this reality and the process of discovery itself is socially contextualised and therefore, findings must be interpreted critically in an attempt to look beneath their surface appearance with as open a mind as possible. Critical realism offers the potential to define realities in the world as the basis for challenging what is morally unacceptable about it (Harré, 2009; Bhaskar, 1986); where the radical relativism of postmodernism is politically pessimistic and renders it difficult to define what to try to change (O'Neill, 1994). This is important for practitioners, like EPs, who claim to work in the interests of the child and young person in an inclusive and emancipatory sense.

Social constructivism, such as that originating in the work of the Marxist educational psychologist Vygotsky (1978), is also an important influence for this research. There are numerous postmodern versions which move further from a belief in a discoverable reality towards radical relativism. For critical realists, as with the position of this research, it is inadequate to rely on the description of discourses in society to articulate human experience. Thus, the version of social constructivism closer to Vygotsky's origins is favoured. This is because it incorporates the material

basis and bodily form of life and experience, such as the example of physical disability or slum housing, rather than just studying discourse and language as the only discernible phenomena (Sims-Schouten, Riley and Willig, 2007). Thus, “Individuals have consciousness and freedom, but they find themselves always within the context of institutions and ideas that structure their understandings of the relations that govern them.” (Little, 2011, p.235).

3.2.2.1 Researcher reflexivity

The researcher, in this instance, starts with a Marxist world view, roughly approximating to that of the Russian EP Vygotsky (Newman & Holzman, 1993). Reference to Marxism is rare in educational psychology, especially in the West. However, to the non-Marxist EP, the position may not seem so unexpected when one considers that Vygotsky, one of the theoretical parents of educational psychology, often credited with developing the theory of social constructionism, built his practice on Marxist thinking as exemplified in seminal works such as *Mind in Society* (Elhammoumi, 2002). He regarded his work in psychology as part of the project of human emancipation that the Russian Revolution of 1917, at least at its inception, intended (Newman & Holzman, 2002). The later development of the Soviet Union into a Stalinist terror state is blamed by many, although not all, on Marxism itself. It is in large part because of this that Marxist thinking and certainly the Marxist foundation of Vygotskian psychology and social constructionism tend to be disregarded in the mainstream of psychology in the West (Elhammoumi, 2012; Franklin, 2019).

Part of the rigour of the scientific approach in social and qualitative research is accountability and trustworthiness. There may be an acceptance that true objectivity

is impossible, if indeed it is desirable. However, in being reflexive and attempting to provide a trustworthy account that is not just biased towards the opinion of the researcher, it is important to offer transparency about one's own position in relation to the research: Marxist thinking influences the researcher's ontological stance about the nature of reality. It rejects postmodern thinking of radical relativism (O'Neil, 1994; Agostinone-Wilson, 2013). In the famous quote from Marx that "philosophers have interpreted the world, the point is to change it" (Molyneux, 2012), there is clearly a transformative intention. It is difficult; from a postmodern position of radical relativism to establish what structures definitively exist that require changing: it is, arguably, a position that remains stuck with the exploration of viewpoints rather than a point of agreement from which to engage in praxis-ideas in practice- the very bread and butter of the applied psychology of EPs. Critical realism, as will be explored next, is, arguably, an attempt to overcome such postmodern inertia. It asserts that structures and causation are important, but they are not entirely deterministic. This leaves the way open to systemic change by delving beneath the surface appearance that ideology and its narratives can convince us is universally true if we fail to operate critically.

3.2.3. Epistemology -how to know about what exists?

The Marxist or critical psychologist is still concerned to explore viewpoints and the tensions between them because that establishes a baseline from which to have a better chance of effecting positive social change. The research question of this paper, "How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?" is a case in point. The expectation of the researcher is that such an exploration of views will uncover themes that are contextualised. As such it

will require a method that is appropriate to explaining both how people see patterns in their experience of life, how they construct meaning, as well as how their social and material context conditions the choice of meanings available. It will be argued that critical realism is such a method (Braun and Clarke, 2006). Whilst the main research question does not directly ask how EPs' social and material conditions alter how they construct their considerations; the question represents a starting point in the longer-term action research which underpins EP practice as will be explored more in the section on Action Research below.

It is not appropriate here to unpack the complexities of Marxist methodology, but Marxism presents a particular critique of scientific practice under capitalism and requires critical psychologists to similarly question the soundness of their discipline. It is deeply concerned with ideology and how dominant narratives, such as the current trend for neo-liberalism used to justify cuts to public service budgets as seemingly necessary, can obscure those that are less powerful such as the story of the disadvantaged child, the EP opposed to accommodating austerity cuts in public services or the psychologist concerned that psychology itself has developed as an ideological tool of capitalism.

Adoption of a Marxist ontology opens the way to a variety of research methodologies, both theoretical and empirical, which have in common a need to respond to enquiry about a complex social world which is neither crudely "law-governed nor random" (Little, 2018, no page number). Neither common sense nor the methodology of the natural sciences is sufficient for the task. As said in the ontology section above, in keeping with this, the researcher takes a critical realist stance,

approximating the position of Marxist theorists such as social theorist Callinicos (2006) and the Marxist psychologist Parker (1999).

Although not alone in this, a Marxist approach has a particular emphasis on the dynamic interrelatedness of processes and phenomena in contrast with more bounded approaches to science influenced by Cartesian dualism (Newman and Holzman, 1993). The latter might be said to characterise an approach to science which assumes it is possible to exclude the subjectivity of the researcher and their context in order to produce an entirely objective account of reality. Such interrelatedness would include the relationship between the ontological and epistemological foundations of research. Both Crotty (1998), and King and Horrocks (2010) argue that ontology cannot be distinguished as separate from epistemology thus:

“Ontological issues and epistemological issues tend to emerge togetherto talk of the construction of meaning is to talk of the construction of meaningful reality ... because of this confluence, writers in the research literature have trouble keeping ontology and epistemology apart conceptually” (Crotty, 1998, p. 11)¹⁵.

3.3 How Q-methodology fits this research

3.3.1 Purpose of the research

As explained in the Introduction to this paper, this research builds primarily on the work of Fox (2015) and Thompson (2007). It asks the question, “*How relevant do*

¹⁵ Ellipses included by the author to show sections omitted for the purpose of summary.

EPs consider a socio-political and CCP approach to be to the future of educational psychology?”. It is exploratory in nature and does not set out primarily to test a hypothesis. However, it is rooted in a deep emancipatory concern. It sees the views of EPs as important since they are experts in applied psychology, used to making professional judgements within the messiness of real-life contexts. Sharing views and methods of thinking with peers is a core technique for supporting critical reflexivity and there is a continuing quest to uncover unconscious processes which may obscure oppressive practices. Many EPs may be uncertain about how to respond to the political context of their work, so the presentation of a range of views is a reflexive tool for examining different possibilities, relevant to the profession, for how to position ourselves professionally. This research provides an opportunity for EPs to present *views about views*- to participate in a collaborative, discursive exercise with peers in reflexively developing their response to a core part of their working context. Although subjective evidence was gathered from participants in their written comments, the Q-sorting part of data gathering from participants (explained next), was intended to extend further than participants’ reported experience alone. This was to seek their responses to a potentially new frame of reference for them, that is, concepts about SPCCPA (Agostinone-Wilson, 2013).

The research purpose and the research question demand the use of appropriate research methodology. Hughes (2012) recommends the use of Q for the work of EPs and Ramlo (2011) found that use of Q methodology (Q) helped to improve dialogue within a learning community- arguably what an EPS should be.

3.3.2 Q methodology’s ontology and epistemology

Making subjective viewpoints operant by requiring participants to act on them enables them to be treated as real objects and operationalises a realist ontology and

epistemology (Stainton-Rogers, 1991). The Stainton-Rogers partnership used Q for critical realist and social constructionist research (Stainton-Rogers et al., 1995). This way of employing Q thus complies with the critical realist/social constructionist orientation of this research and its research question.

3.3.3 Action research and scholar activist

This study is a practitioner-researcher exploratory one since it involves one EP exploring the views of others in her own LA EPS on a particular topic, that of SPCCPA, as a starting point for developing reflexive practice amongst colleagues in a key area of service development, namely professional supervision. In this sense, it relates to the practice of action research in the following way “Action research is an orientation to knowledge creation that arises in a context of practice and requires researchers to work with practitioners.” (Bradbury-Huang, 2010, p. 93).

However, it would be more accurate to describe the process employed here as ‘first-person’, or the initial stage of, action research conducted by an individual researcher rather than the small-group or even community-based cooperative processes involving so-called ‘second-person’ and ‘third-person’ levels of mutual enquiry of fully fledged action research (Reason & McArdle, 2004). From this perspective, the intended research would still be at a stage where at least some of its participants may experience the research as ‘top down’ rather than ‘bottom up’ in the way that it was led (Law, 2007).

The research is also akin to the ‘observer-participant-theoretician’ epistemology described by Little (2011) in his characterisation of Gramscian practice. As a Marxist, Gramsci’s theory of hegemony contested a mechanistic understanding of consciousness whereby the overriding influence of the dominant economic class in

society directly determines that of the less powerful, for example through information from newspapers owned by members of the ruling class that seek to promote their own interest. Instead, there are struggles between competing forces influencing consciousness. The resulting contradiction, for example, between dominant explanations of the world and what people learn through life experience, leaves the way open for different versions of consciousness, importantly class consciousness, to coalesce and become powerful with the potential for revolutionary change of system or paradigm.

Being a participant in the context of study has advantages, for example in having a first-hand experience of the fine detail of a situation (Anderson, 2006). However, there is also the danger of the researcher being too close to phenomena of study with the risk of bias, conscious or otherwise. The practice of professional reflexivity and the formal requirement of EPs to receive critical professional supervision to safeguard the trustworthiness of practice in the interests of the CYP is a response to this risk (BPS, 2017). In qualitative research that seeks to explore others' views, trustworthiness is upheld by the transparent use of systematic processes (Guba & Lincoln, 1986). The intention is that, in the tradition of scientific enquiry which seeks to rise above mere opinion, common sense or mysticism, research must be conducted and reported so that it can be understood well enough by peers in the scientific community that it is as replicable as possible with a clear rationale for each stage of the process. This leaves a legacy of knowledge that can be built upon in the ongoing pursuit of truth.

In considering methodology it was felt that the more commonly employed qualitative research methods for exploring viewpoints, such as thematic analysis, interpretative phenomenological analysis and grounded theory did not enable enough structural

distance between the researcher and her colleagues expressing their viewpoints, especially with regard to a topic that is potentially politically sensitive. This is despite thinking carefully about the techniques used in research to establish trustworthiness (Guba and Lincoln, 1986). The researcher had been the trade union representative for her EPS and so had become known as someone involved with socio-political issues and defending the employee's position. She had a sense that engaging colleagues in interviews or focus groups might therefore be problematic for them: as Fox states, socio-political issues can be "emotionally laden" (Fox, 2015, p.394).

This dilemma led the researcher to consider Q as a way of providing participants a greater degree of anonymity from the researcher's direct gaze, (Plummer, 2012). As Hughes says, "it avoids or reduces the imposition of the researcher's view of the world on the people being researched and thus 'respects' participants' viewpoints" (Hughes, 2016, p.63). This would have been unavoidable had the researcher interviewed fellow EP participants in person.

Even with the incorporation of measures to try to ensure trustworthiness and validity, the researcher also felt concern about gathering research data from interviews for these to be analysed using thematic analysis for fear that her own political views might be difficult to distinguish from the material. Q-methodology provides a way to gather data about the social reality of views within an organisation.

Bearing in mind the construction of the problem for this research, its aim, the research ontology and epistemology, the research method needed to offer the following elements which Q-methodology provides:

- Consistency with a Marxist social constructionist, critical realist approach, scholar activist and emancipatory aim.
- A vehicle for exploration which avoided deduction from prior hypotheses.
- A contribution to the aim of providing participants with experience to expand their practice.
- Exploration of the range of a complex concourse that is the socio-political and CCP approach.
- A means of articulating a landscape of viewpoints existing within a community, that is, the EPS in practice.
- A way of articulating the views of individuals as equally valued participants in the course of data gathering and analysis.

3.4 Q-methodology: introduction and context

The subjective reality hoped to be revealed by the research question of this paper “How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?” was arguably one that could be identified and articulated systematically, including how illustrative the various viewpoints were with regard to the participant group as a whole.

The British trained physicist and psychologist William Stephenson developed the research technique of Q-methodology (Q), firstly in the UK and then in America in the middle of the twentieth century to “challenge anyone who believed in the separation of mind and matter” (Stephenson, 1953, p.3).

In summary, Q consists of the following:

- P-set: A sample of participants is found (who are the variables in this technique, in contrast to traditional R-methodology¹⁶).
- The participants each sort a set of items (the Q-set) representative of expert opinion on the topic.
- Participants sort the items into a grid pattern called the Q-sort based on a relative rating.
- F-set: The Q-sorts are subjected to by-person Factor analysis to reveal the Factors (F-set) of points of view across the group of participants.

Q has been characterised as a mixed methods approach (Ernest, 2011; Newman & Ramlo, 2010) employing both a quantitative methodology, in the statistical analysis of how people rank items, and qualitative data, for interpretation, from participants' responses to questions about their experience of the sorting process. Despite its mixed methodology it is exploratory rather than explanatory-it does not set out primarily to test a hypothesis. The aim of the method is to reveal the various configurations of thinking "not their numerical distribution among the larger population".

(Onwuegbuzie & Frels, 2015, p.94). Q is also relevant to this study because it has a history of use in researching socio-political and political views (e.g. Brown's *Political subjectivity: Applications of Q-methodology in Political Science*, 1980).

In setting up this exploration of EPs' considerations, first it was necessary to define the "socio-political and CCP approach" part of the research question. In Q this is achieved by the development of a concourse (Q-set) which is explained later (Section 3.6.2).

¹⁶ R-methodology is explained in section 3.4.1.1 below.

3.4.1 Q methodology as qualitative and quantitative: qualiquantological.

“Meaning does not inhere in items a priori; words (or items) signify different things to different people, and even for the same person under divergent conditions. The Q-sort, therefore, is a model of communication...” (McKeown & Thomas, 2013, p. 4)

3.4.1.1 Quantitative or fixed?

Robson (2002) writes about social science in which the design is fixed before data is collected and the data observed usually become quantified in the process. In such designs, the so-called variables, or conditions under which data are to be collected, are decided beforehand. Accordingly, children’s reading scores are measured for one group who have received a reading intervention and compared with the scores of another group of children who have not received the intervention. This is likely to be in order to test a hypothesis that the reading intervention will improve reading outcomes. The interest is in results in terms of general trends in the data rather than focussing on individual subjectivity such as what the children said about their experience of learning to read. In such research there is a determined effort to guard against, or at least minimise and account for, the so-called experimenter effect whereby the researcher’s personal biases impact on the research process (Rosnow & Rosenthal, 1997).

In understanding the quantitative aspect of Q, it is important to consider the place of research variables. Watts and Stenner (2012) describe how Stephenson, the inventor of Q, critiqued Spearman’s technique of factor analysis. This employed a data matrix showing standardised scores derived from subjecting a sample of persons (the rows of

the matrix) to a range of variables (conditions or tests) - the columns of the matrix. Spearman's "by-variable" (sic) (Watts & Stenner, 2012, p.10)¹⁷ factor analysis is called R methodology and, arguably relates to the strand of psychology concerned with individual differences. Stephenson (1936) argued that this method did not compare individual participants as whole people, only associations between the variables they were subjected to. Thus, it does not enable a valid comparison of individuals. Stephenson's Q-methodology inverted the factor analysis to one where people are the variables and the different conditions or items are the sample. Factor analysis results in a person-to-person correlation grid comparing how individuals subjectively rank the items provided. The Factors denote sets of individuals who rank the items similarly; that is, who share views.

3.4.1.3 Why qualiquantological?

In terms of the research question and aims of the research Q honours both the perspectives of individuals, in this case educational psychology practitioners, in providing a technique for them to rate ideas about the topic at hand from their own perspective. In addition, Q then enables, through correlation and factor analysis, a picture across participant viewpoints; of "groups of individuals who have ranked characteristics in the same order" (Coogan & Herrington, 2011, p.24). In the case of the current research, this was a cross-service perspective appropriate for supporting whole service development for EP professionals. However, qualitative feedback from participants about their individual Q-sorting process was used, in accordance with Q, to interpret the relationships presented by factor analysis.

¹⁷ This is correctly termed "by-variabl"e, as opposed to *bivariable* because it counterposes it *to by-person* factorisation. (Watts & Stenner, 2012, p.10).

Q is characterised as an abductive rather than an inductive or deductive research process (Watts & Stenner, 2012). A comparison of the three types of research design is illustrated in Fig.3 (below). Yu (1994) explains abduction as appropriate to exploratory research. It is a way that qualitative and quantitative methods are used in conjunction rather than antithetically. Inductive research involving empirical sense observations, although exploratory, leads to a surface understanding of phenomena: thus, observing things in the countryside would not lead to knowledge that they are composed of molecules. It facilitates creation of empirical but not theoretical laws. It cannot work for single or small sample research but relies on large numbers of items. The top-down research process of deduction (Trochim, 2006), on the other hand, cannot enable generation of novel understandings because the conclusion or hypothesis is a given at the start (Yu, 1994). Although Peirce, a pioneer of abduction, did not use the term dialectic, his method viewed scientific exploration in the interaction between doubt and belief. Peirce (1960) characterised knowledge as a social construct whilst retaining the notion of an objective reality. So, abduction is compatible with both social constructionism (Yu, 1994) and critical realism (Cashell, 2015; Alvesson & Sköldbberg, 2017).

It can thus be seen that use of Q was a way of responding to the research question and research aims, by combining qualitative and quantitative techniques in an integrated way to provide both depth and breadth of information about LA EP views within the researcher's own public service.

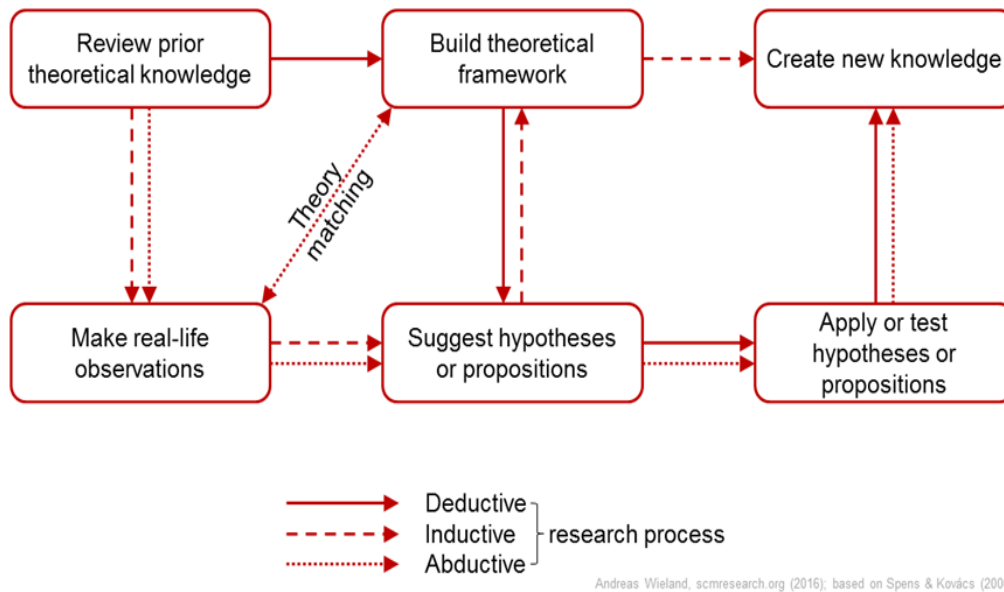


Figure 3. Deductive, inductive and abductive research design (Wieland, 2016).

3.5 Benefits and disadvantages of Q-methodology

3.5.1 Benefits

Hughes (2016, p. 63) advocates Q as an appropriate technique for EPs to use because it is “critical, respectful and person-centred”. Hughes focussed on its use in seeking the views of the less powerful, namely children, in a way that avoids imposing the researcher’s viewpoint. EPs, the participants in the current study, cannot be seen as lacking power in the same way that child participants do in the face of older, highly educated and relatively high-status professional researchers. However, there was still an ethical and professional requirement to show respectfulness to the socio-political stance of fellow professionals as participants which was not possible in interview-reliant research techniques. As already said, it was felt that Q enabled the necessary political distance between researcher and participants whilst providing participants opportunities to express views about views that might not have been encompassed

with unstructured interview technique. Results from Q can be recorded anonymously, and factorial results cannot be predicted. This strengthened trustworthiness by guarding against researcher bias.

As a form of action research¹⁸ (in the sense of research directed at supporting emancipatory ends) this study aimed to contribute to the professional development of the EPS of which the researcher is a member, firstly, in offering support for ways to develop professional supervision. The exploration of viewpoints across the service was seen as a way to enable greater reflexivity amongst fellow practitioners- an opportunity to examine and question the ideological framework of professional work and to be curious about the landscape of subjective opinion about socio-political and CCP thinking across the service that Q is able to reveal. Thus Q offered a way to respond to professionally reflexive questions such as the contextualising initial question from Fox (2015, pp. 393-4), presented in the introduction to this research about whether EPs in the UK “do not see, let alone feel, the need to change the status-quo or correct the damaging effects of prejudice and oppressive practices, policies, and systems?”.

Secondly, the study drew from Hughes’ (2016) advocacy of Q as a methodology particularly suited for EPs to use in promoting pupil voice. This is especially since its flexibility means that it can promote inclusion of pupils who have difficulty with verbal communication because it can be conducted using objects, pictures and stimuli other than words. Since Q is relatively not well known, it was something that participating colleagues could take away from their involvement in this research.

¹⁸ Please see section 3.3.3 for a more detailed explanation of action research.

In Chapter 1, Cox and Kelly (2000) were cited as arguing that the scientist-practitioner framework conditions EPs to work from an individualist rather than socio-political position. Use of Q was seen as a way to counter this tendency in that, although it seeks the subjective views of participants, it looks at data holistically by considering dominant socio-political discourses across the participant group.

3.5.2 Disadvantages

Stenner, Watts & Worrell (2017), describe the quali-quantological character of Q, whereby factor analysis is deliberately used for subjectively revelatory ends, as creating unease, although see this as the requisite other side of the coin of critical research techniques. In effect, this prevents either qualitative or quantitative techniques from leading thereby preserving a tension which discourages complacency about methodology. However, the danger may be that as Q becomes more popular, those jumping on a bandwagon may neglect to understand it properly and wrongly assume that its purpose is one of generalising trends of opinion. Treating Q-sorts as stable data rather than as a momentary glimpse of cross-participant subjectivity, as Kampen and Tamás (2014) have done, is incorrect but remains one risk of mission slide over time as more go on to use Q.

When viewed through a social psychology lens the latter is unlikely to be a problem (Cross, 2005). However, it has been argued that, because the researcher constructs the concourse of items for the participant to arrange within a forced grid arrangement, this hampers subjectivity. In addition, the final interpretation of emergent factors, although usually guided by qualitative feedback from participants about their experience of the Q-sorting process, is the responsibility of the researcher. Also, although the forced grid sorting process limits the likelihood of unreliable responses compared to say, Likert scales (Cross, 2005), there remains the danger of the

Hawthorne Effect in which participants offer up what they believe is acceptable, for example, to the researcher rather than what they actually think (Kirby, 2000).

Having said this, Q as a research method is not alone in carrying such risks and, as already argued, may offer the participant more distance from the researcher's gaze than other methods. In addition, no supposition about the way participants' perceptions are organised is contained in Q; they arise from the self-activity of participants- they are both the observers and the observed- and not from imposed definitions.

The measures taken to minimise the risks thus described will be explored in later sections about measures taken to ensure research quality.

3.6 Phases in this Q-methodological research

3.6.1 Introduction

Following the outline in Appendix r, it will be shown how the order of Q operations as proposed by Watts and Stenner (2012) were followed within the current study.

This will begin with what was termed the Preliminary Phase of the research: Deriving the concourse of opinion on the chosen topic and designing the Q-set. It will be followed by an explanation of the elements of the Main Phase, namely, choice of participants (P-set), the execution of the Q-sorting process, and finally, analysis and interpretation of statistical results.

3.6.2 Preliminary Phase: The concourse of socio-political and CCP in the UK.

For much of the process of the current research, the steps taken to present the SPCCPA to EPs and psychological colleagues were described as the Preliminary Phase of the research. Therefore, the Q-sorting section was the ‘Main Phase’.

For any Q research, the concourse is the sum total of discourse or collective understanding around a topic (Brown, 1993; Watts & Stenner, 2012). It is clearly not possible to encompass every possible avenue or nuance of opinion at any one time, but, for the sake of rigour, the researcher must do their best by accessing the concourse systematically and transparently to draw out a representative Q sample of items. McKeown & Thomas (2013) list different techniques for creating the Q-sample to represent the concourse, whether assembled from naturalistic sources such as interviews, online blogs or articles, or alternatively from adaptations of ready-made sources such as checklists and pre-existing rating scales. The current study adopted aspects of both in using a pre-existing set of statements (Thompson, 2007) supplemented by statements suggested by 28 psychologists deemed CCP experts

The starting point was to define the topic itself. This particular study draws on Thompson’s (2007) unique research into the views of TCPs as a model. Finding no consensus about the key elements of CCP, Thompson used snowball sampling to gather an international sample of psychologist participants from different specialisms. They generated statements about “the concepts, values and ideas of CCP” (ibid., p. 71) in a variety of self-determined formats. 25 out of the original 56 participants emailed such responses back and Thompson thematically analysed these to distil them into 43 CCP statements. Then he asked participants to rate the relevance of these on a 1-5 scale according to their perspective about future practice of UK clinical psychology.

The current research took Thompson's statement as definitive of the topic of SPCCP. However, since Thompson's statements were originally developed over ten years ago in 2005, the statements were therefore subjected to an updating process. This recruited psychologist participants deemed to be CCP experts because of their membership or involvement with the British Psychological Society's Community Psychology Section (CPS) of which the researcher is herself a member. Having consulted Committee members of the CPS for advice on contacting Section members, participants were sought via the Psychologists for Social Change WhatsApp messaging application, as well as via the CPS's NING online social network platform (NING Corporation, 2017). Further such community psychology expertise was sought using the published email addresses of authors of the key peer reviewed sources derived from this study's systematic literature search about CCP and UK educational psychology. Ultimately this enabled inclusion, as survey participants, of authors of the most current UK textbooks published jointly with the BPS, about CCP (Kagan, Burton, Duckett, Lawthorn & Siddiquee, 2011; and about critical educational psychology (Williams, Billington, Goodley & Corcoran, 2017).

3.6.2.1 Online survey of CCP experts to update the statements

An anonymous online survey was set up using access to the Qualtrics online survey platform provided by the University of Essex. This sought expert input to support the updating of the original 43 CCP statements developed by Thompson (2007). The survey gathered data about psychologist participants' psychological specialisms revealing a variety including educational, legal, critical, psychotherapeutic, clinical, counselling, health, and community psychology. Length of time working from a CCP perspective ranged from 2 to more than 40 years (a mean of 16 years). The survey

also indicated participants' approximate geographical locations which included Birmingham, Bristol, Cape Town (South Africa), Cardiff, Derbyshire, Essex, Leicester, Liverpool, Manchester, Melbourne (Australia), Rotherham, Sheffield, Surrey and Southampton with most from London (Appendix c).

For each of the 43 statements, participants were asked to indicate if they felt the statement was still relevant or not to CCP as they understood it. An additional comment box was provided next to each statement for qualitative feedback. At the end, participants were asked to add any important statements they felt were missing about CCP. Of the 33 who began the survey, 28 useable responses remained.

3.6.2.1.1 Sample size for the Preliminary Phase concourse-building

Glaser and Strauss (1967) advocate use of saturation as a notion for deciding suitable sample size for qualitative research (p.61). This involves seeking enough data so that adding more participants generates no new viewpoints or material. As Mason (2010) states, "one occurrence of a piece of data, or a code, is all that is necessary to ensure that it becomes part of the analysis framework" (p.5) and there is no requirement for large numbers to enable a generalised hypothesis statement; emphasis is instead on meaning. There are various perspectives about sample size and ultimately no definitive rule, indeed Patton (1990) suggests this is best decided by constraints of time, resource and research aim. Coincidentally, Mason's (2010) review of 560 qualitative PhD papers discovered the mean sample size to be 31, similar to the Preliminary Phase sample of 28 participants.

For this research, Glaser and Strauss's (1967) notion of saturation was born in mind to ensure coverage, but in a topic as internationally wide-ranging as SPCCPA it was felt that there could be no finite stage where the researcher could be confident that no

new viewpoint would emerge. The notion of saturation also had to be tempered with Patton's (1990) advice about constraints together with the aim of replicating Thompson's process of exploring the relevance of SPCCPA from his participant group of TCPs to the current research's target group of LA EP professionals in one service.

3.6.3 The Q-set of items for sorting

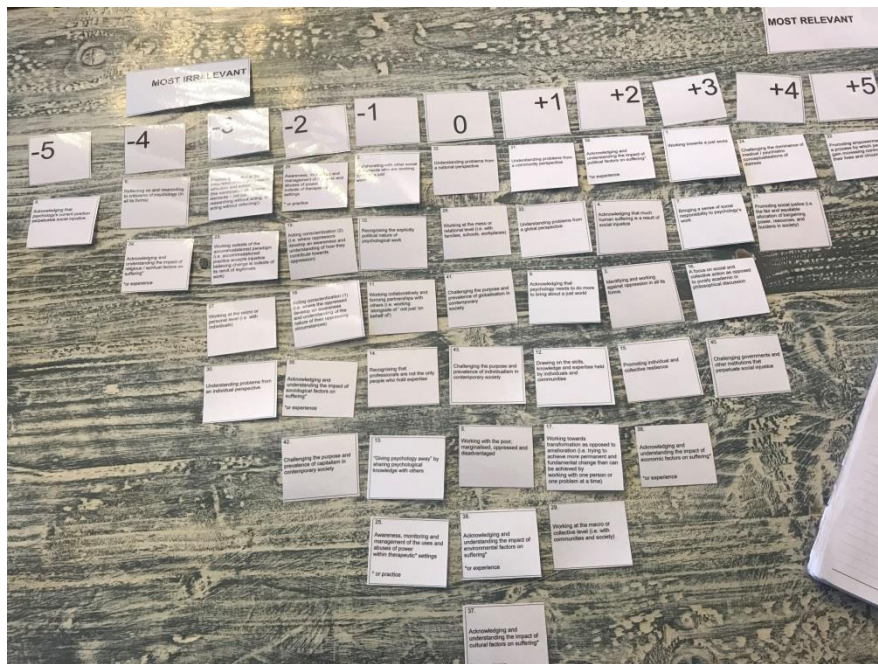


Figure 4: Example of a Q-sort arrangement created during the early piloting stage before statements were updated by the Preliminary Phase of research.

The study adopted Thompson's (2007) originally developed 43 statements about CCP updated by means of responses to an anonymous online survey about these statements. Statements were also supplemented by additional ones suggested by the survey participants following peer moderation for plausibility from the researcher's fellow students of the Tavistock and Portman NHS Trust Professional Doctorate in Child and Educational Psychology as well as the researcher's professional practice supervisor. Numbers of statements were limited by practical considerations indicated

in other Q research (Thompson, 2007) and discovered during 5 pilot tests of the usability of the statements and the sorting grid with non-participant colleagues to explore timing and other practicalities such as the grid shape. This aided design considerations such as the likely time required to complete sorting and optimum numbers of statements to avoid participant fatigue. The final total of 51 final statements in the Q-set was concordant with advice about statement numbers by Watts and Stenner (2012). Whilst it was anticipated that EPs in the Main Phase of research would be capable of manipulating complex concepts during Q-sorting, it was important to be respectful in keeping the likely sorting time (established as between 20 and 35 minutes based on the pilot studies) reasonable for busy professionals and so as not to dissuade them from volunteering. Addition of the Preliminary Phase survey participants' suggested statements, in a form as close as possible to their original wording, conformed to recommendations by Brown (1993) about construction of the Q-set.

3.6.4 Main Phase participants (P-set)

This section is about the participants of the Main Phase of the research, EPs and psychological colleagues in the researcher's own LA EPS. Peers who had participated in the pilot stage were excluded from the Main Phase.

3.6.4.1. P-sample selection

Watts and Stenner (2012) note that the practical realities of many social science studies means that participant selection arises more from convenience than strategy. However, as a set of variables, the P-set takes on a different relevance and heterogeneity becomes important. This is especially so, as in this study, when a landscape of viewpoints across a group is the desired picture. Thus, the aim was for

the P-set to provide a good range of perspectives, in this case, from key role variables across the EP service under study.

The following detail is included as part of the socio-political context in which colleagues work across the service being studied: Within the organisation, EPs and their psychological colleagues are divided geographically across four quadrants. These quadrants varied in terms of their socio-economic make-up; for example, the Mid (M) quadrant contains some of the richest towns in the UK, whereas the North-East (NE) quadrant contains some of the most deprived areas in the UK (Ministry of Housing, Communities and Local Government, 2018). Colleagues are distinguishable by work role in terms of those in the senior management team (such as Deputy Principle EPs - DPEPs), senior specialist EPs (SSEPs), main grade EPs, trainee EPs (TEPs) and assistant EPs (AEPs). Thus, colleagues diverged by level of seniority, specialism and length of training. Another category relevant to the theme of the research was participants' degree of experience in working with SPCCPA.

3.6.4.2. Numbers of participants (Main Phase).

Many commentators argue that large participant numbers are not a requirement of Q, especially since there is no intention to establish a sample large enough from which to generalise findings universally; As Valenta and Wigger (1997, p.502) state, the emphasis is on "how and why people think the way they do... not...how many people think a certain way." (It would be similarly inappropriate to have large numbers of variables in a conventional R methodology study). Watts and Stenner (2012) advise that, at maximum, there should be fewer participants than Q-set items and a much smaller number could be sufficient to articulate distinctive elements of the landscape of views (Brown, 1993). Stainton-Rogers (1995) argues for between 40 and 60

participants for multi-participant research but several others (such as Watts & Stenner, 2012; Brown, 1993) maintain that quality Q research can be conducted with far less, including single participants, but participant sample sizes from 12 – 20 are usual (e.g. Webler, Danielson et al., 2009; Cairns, 2012). Because participants are the variables in Q studies, Watts and Stenner (2012) discourage opportunity sampling since the method requires participants (P-set) “whose viewpoint *matters* in relation to the subject at hand” (p.71). This was why demographic aspects of the EP service in question were carefully considered in gathering the participant sample for this study, as will be detailed later.

These arguments were taken into consideration together with the constraints of the field of study. With regard to the latter, a key consideration was to justify the amount of time required of colleagues in the context of high demands upon capacity and a shortage of EPs within the LA context. With this in mind, it was felt that, dependent on the response to the researcher’s requests for volunteers, a number between 16 and 20 participants, as a sample from an EPS of around 50 people, would be appropriate with the aim of representing colleagues according to gender, each of the four quadrants of the service, every job role and demonstrating a range of experience of CCP practice. Unlike R methodology, which requires large participant numbers in order to justify generalisation of findings, Q requires only enough to ascertain the existence of differing viewpoints for consideration, certainly fewer participants than one for every two Q-set items: the current study would therefore warrant absolute maximum of 21 – 25 participants (Thomas and Baas, 1992).

In practice, participants were recruited by means of them opting to attend a research workshop as part of a professional training day where most members of the EPS were likely to be present. This generated 10 participants. In this group there were far fewer

members from one quadrant of the service than others. It was therefore arranged for the researcher to visit this quadrant following their quadrant team meeting to gather data from volunteers there. This resulted in a further four participants. Remaining participants were members of the service who had expressed a wish to be involved but were absent for the previous data collection session.

Table 2: Characteristics of the P-set

KEY: **TEP**-trainee EP; **AEP**-assistant EP; **DPEP**-deputy principal EP; **SSEP**-senior specialist EP
NE – North-East; **S** – South; **W** – West; **M** – Mid; **S/W** – working across two quadrants
 Li – limited; S – some; N – none; L - lots

Participant /Q-sort	Gender (F-female M-male)	Age	Role	Experience with the SPCCPA	Quadrant
1	F	50+	EP	Li	<u>NE</u>
2	F	30+	EP	Li	<u>S</u>
3	M	40+	DPEP	S	<u>S</u>
4	F	30+	EP	Li	<u>NE</u>
5	M	30+	EP	Li	<u>W</u>
6	F	50+	EP	N	<u>S/W</u>
7	F	30+	AEP	S	<u>S</u>
8	M	40+	SSEP	L	<u>S</u>
9	M	50+	EP	S	<u>W</u>
10	F	20+	TEP	N	<u>M</u>
11	F	20+	TEP	Li	<u>M</u>
12	F	50+	EP	Li	<u>NE</u>
13	F	30+	TEP	S	<u>W</u>
14	F	Withheld	EP	N	<u>W</u>
15	M	50+	EP	S	<u>M</u>
16	F	50+	DPEP	L	NE

The above table is provided to describe the group of participants. However, it is important to understand that it was not intended as fixed before the event since this would contravene the abductive design of Q. Watts and Stenner (2012) advise against using Q research as a way of comparing demographic sub-groups of the P-set as a plan at the outset.

3.6.5 Data collection (Q-sort)

3.6.5.1 The Q-sort

The Q-sort is the way participants individually decide to rank the items in the Q-set based on their own understandings of the meaning of the items. However, they are asked to make use of a so-called *condition of instruction* in deciding how to rank statements. They were also expected to confine the shape of their ranking to a pre-designed grid.



Figure 5: Participant completing the Q-sort (Hughes, 2019)

3.6.5.3 Fixed distribution sorting grid

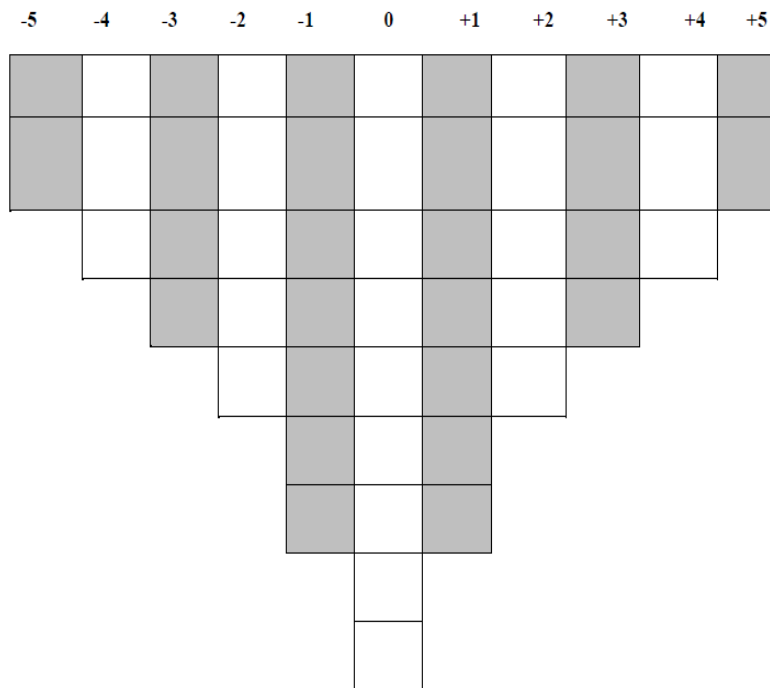


Figure 6: The fixed quasi-normal distribution grid for Q- sorting items.

Watts and Stenner (2012), following Brown (1993), made a number of practical recommendations about the grid construction. Firstly, the more complex the theme of the study, the sharper the distribution should be. The researcher also bore in mind their suggestion that having fewer items in the outer columns compared to the central column eases the decision-making process for participants.

The grid also uses a “face-valid” (Stainton-Rogers, 1995, p. 180) set of ranking values along a chosen dimension relevant to the research question. In this study that is from -5 to +5; most irrelevant to most relevant. Watts and Stenner (op. cit.) favour the use of the qualifier ‘most’ to represent power of the participant’s feelings for items placed at either end. The grid also pre-determines how many items can be placed at each ranking position.

The decision to use an eleven-column grid from -5 to +5 was built on Watts and Stenner's explanation of the range and slope of distribution most likely to help participants feel "comfortable" (ibid., p.80). Based on Brown (1980) they recommend a "near-normal" shaped distribution of -4 to + 4 for the sorting grid for a complex topic if participants may be unfamiliar with it, as was the case here. However, this applies to no more than 40 items. Having 51 items as this study did, it became necessary to use eleven columns or the grid columns would have become impractically long.

3.6.5.4 Q-sort instructions

The use of Q-methodology relieved participants of needing to express socio-political opinions overtly in front of others. They were able to choose to do the Q-sorting, of statement cards onto the grid, individually, away from other participants if they wished and had the option of recording the positions they placed the statement cards in anonymously using a pseudonym so that not even the researcher could directly attribute their individual results to them. (There was a caveat to this that it might be possible to deduce ownership of results from the researcher's knowledge of the EP service so that absolute anonymity could not be guaranteed.)

Following on from the previous section, it emerged, in the course of sorting items, that it is vital to realise that the grid must be viewed as a whole system where items are placed in relative not specific positions (Watts & Stenner, 2012). Thus, participant anxiety about placing an item they view as relevant under the 'most irrelevant' side of the zero column position was allayed. Similarly, the row position of items is insignificant.

Following piloting (described earlier) it was found that, rather than giving written instructions, it was more effective for EP participants to begin by receiving a sheet with the grid format on it (as shown in *Figure 6* but with the ‘most irrelevant to most relevant’ legend placed at the top).

Participants were also issued with laminated cards showing the rating numbers -5 up to +5, and the legend, together with another printed with the condition of instruction (section 3.6.5.4.1); the rationale for their sorting decisions. These were to be laid out on the table to resemble the illustration on the sheet. Availability of sufficient clear table or floor space was enabled.

Together with the condition of instruction card, each participant was issued with a set of the 51 randomly numbered statements of the Q-set (generated in the Preliminary Phase of the research) as small cards a sixteenth the size of an A4 sheet (Watts & Stenner, 2012). They were advised to start by sorting the cards roughly into three, not necessarily equal-sized, piles as ‘most irrelevant’, ‘most relevant’ and ‘neutral’. This also helped them gain a holistic sense of the Q-set as a sample of the concourse of SPCCP ideas (Brown, 1993). They were advised to sort the ‘most relevant’ pile of cards onto the grid first according to comparative relevance, followed by arranging the ‘most irrelevant’ pile of items, placing the ‘neutral’ cards on the remaining grid positions.

Participants were reassured that, as an exercise in subjectivity, it was not possible to place cards incorrectly. As guidance about the intensity with which participants should compare the items relative to each other, they were informed that it was possible to complete the grid in 20 minutes (based on pilot studies) although it was not a race! Participants were reminded that interpretation of the meaning of

statements was theirs to decide. However, they were free to seek definition of unfamiliar words.

Finally, participants were asked to write the numbers of their items as positioned, onto a sheet with the grid on it, together with their chosen anonymising pseudonym.

3.6.5.4.1 The condition of instruction

To ensure that participants all responded subjectively in positioning items on the grid but, crucially, according to the research question (Brown, 1993), that is ‘How relevant do EPs consider the socio-political and CCP approach to be to be to the future of educational psychology?’ they were issued the condition of instruction on a laminated card before commencement of card sorting. This was the basis of their decisions about placing the statements on the grid.

For this research, the condition of instruction was:

CONDITION OF INSTRUCTION
 Please sort the statements on the cards according to how relevant you view them to be to the future of educational psychology as you understand it.

Figure 7: The condition of instruction card

3.6.5.5 Post Q-sort information

After finishing the Q-sort, every participant completed a handwritten feedback questionnaire sheet (see Appendix rr.) to respond to brief demographic details, their “level of experience with the socio-political approach” with any comments. They

were also asked to give the numbers of their two ‘most irrelevant’ and two ‘most relevant’ items, according to how they had chosen to sort, and explain why they had so placed them. They were asked to record any statements they would add themselves and to comment on their overall experience of Q-sorting.

3.6.6 Analysing and interpreting data

This section provides an introduction to the analysis and interpretation processes used in this research. These will be explored in more detail in the next chapter of the thesis.

3.6.6.1 Model Q-sorts

Following the Q-sorting process, the researcher was left with a set of quasi-normal shaped grids on paper, filled in with the numbers from each Q-set statement as positioned by each participant and identified by the participant’s pseudonym. Each participant’s completed grid was accompanied by their questionnaire sheet completed by hand.

Using Schmolck’s (2014) freely available software, PQMethod for Windows, Q-sort data was then analysed. The correlation and factor analysis involved in Q is a form of data reduction which provides a simpler way to present the relationships between the views that participants have expressed in their Q-sorts; not just between the Q-sort views expressed but also within them.

The analysis produced a set of Factors from all the data. Such Factors are model or virtual, rather than real; Q-sorts which visually represent commonalities in the way different items in the Q-set were related to each other by participants. They look the same as the original Q-sort grids that were completed by the participants (Appendices t, u & v).

3.6.6.2 Participant demographic data and qualitative feedback

3.6.6.2.1 *Demographic data*

At the beginning of the questionnaire, participants were asked to indicate their age, gender, professional role in the LA EPS and to select a category for their experience of SPCCPA from the choices ‘lots’ (Lo), ‘some’ (S), ‘limited’ (Li) and ‘none’ (N).

Responses were used to code the Q-sort grids created when entered into the PQMethod software. For example, a 35-year-old, male, senior specialist EP (SSEP), who rated themselves as having no experience (N) of using socio-political or CCP thinking, would have been coded as ‘30+SSEPN’.

3.6.6.2.2 *Qualitative feedback*

This can be found in Appendix rr. and will be discussed in detail in Chapter 4.

3.7 Ethics

3.7.1 Ethical approval

In this study, it was important to give careful consideration to participants with regard to the potentially sensitive nature of the content of the research since it was concerned with political ideas which hold the possibility of becoming highly contentious or professionally compromising. Political ideas are also capable of being highly emotive and can even link, for some, to traumatic experiences (Fox, 2015). Thus, participant wellbeing was also a consideration for the research. Participants had to be given the scope to respond anonymously in order to protect their freedom of expression and

their privacy in this regard. Ensuring that participants thus felt safe was also seen as conducive to gaining a better quality of data about their views.

Formal ethical approval of this research from the TREC¹⁹ was given on 16th April 2018 by letter to the researcher. Prior to this, approval to conduct research with colleagues within the researcher's own LA EPS, was formally given by the senior management team, via email, on 19th November 2017 (Appendix a.).

As a Health and Care Professions Council (HCPC) Registered EP, chartered by the British Psychological Society (BPS), the researcher was required to adhere to HCPC standards of conduct as well as the BPS's Code of Human Research Ethics (2010) and their Practice Guidelines (2017).

3.7.2 What was provided for and expected of the participants?

3.7.2.1 Participants in the Preliminary Phase of the research

In the Preliminary Phase of the research, participants with CCP expertise were recruited, via the British Psychological Society's Community Psychology Section (CPS) of which the researcher is also a member. The CPS Committee was initially consulted to make them aware of the intentions of the research and to provide opportunity for them to consider any policy, safeguarding or ethical concerns they may have had about this research with regard to their members and associates. The Chair of the Committee, having consulted other committee members, explained that it was not necessary for them to give clearance if the researcher sought participants

¹⁹ Tavistock and Portman NHS Trust Research Ethics Committee.

using social media. This was especially since an *anonymous* online survey was intended.

The researcher used the WhatsApp mobile phone messaging group of Psychologists for Social Change (WhatsApp Inc., 2018) and the CPS's NING online social network platform (NING Corporation, 2017) to seek potential community psychologists as recruits. This was done by explaining that the research needed community psychologists to update the original CCP statements developed by Thompson (2007) in his CCP research with TCPs, so as to recreate a similar process with LA EPs. Other community psychologists were sought as recruits using the published email addresses of authors of sources from this study's systematic literature search about CCP and UK educational psychology.

The researcher prepared an anonymous survey for use online using the University of Essex's Qualtrics service (<https://www.qualtrics.com/uk/>) to which the researcher had access as a student of the Tavistock and Portman NHS Trust Professional Doctorate in Child and Educational Psychology. This enabled the researcher to provide prospective participants with a link to the online survey. Participants could not be identified from entering the survey by clicking the link to it in the email or communication they received from the researcher.

Those who chose to open the link to the specific Qualtrics survey designed for the research were taken online first to the Information and Consent page, explaining the requirements of the research to them and how much time the survey was likely to take them (Appendix b.). At the end of this page was a link into the survey prefaced by the rubric explaining that by clicking on the link into the survey they were giving

their consent to participation based on the given terms and conditions. This was to ensure that consent was informed.

Having clicked the link signalling their consent, the survey required participants to create a pseudonym using the day and month of their birth and a memorable word. This was to provide an anonymising code for each participant's survey response whilst facilitating retrieval of the data should participants later wish this. Once the main part of survey was completed participants were taken to the online debriefing page (Appendix d) which thanked them for their participation and gave answers to a series of frequently asked questions.

The answers to the questions were intended to provide a further safeguarding stage for participants, to ensure they were treated with due value, respect, and dignity, and that there was provision to meet any wellbeing needs arising from the research, even though this was considered unlikely within an ostensibly non-vulnerable group of relatively high status psychology professionals. The measures were also there to respond to the requirements of personal privacy and data protection.

3.7.2.2 Participants in the Main Phase of the research

The Main Phase of the research required participants from the researcher's own LA educational psychology colleagues, to sort statements about SPCCPA. The participant information form, consent form, debriefing sheet and the Q-methodology materials that participants were required to work with (such as the statements, sorting grid and post Q-sort feedback questionnaire sheet) are to be found in Appendices e. to h.

Again, these were viewed as non-vulnerable participants since they were of relatively high-status psychology professionals. The ethical issues described in section 3.7.2.1

above remained relevant. There was, however, the added dimension of participants being colleagues of the researcher. This was one reason why Q was chosen over face-to-face interview techniques with participants, since it avoided colleagues having to openly discuss potentially sensitive political issues with a researcher from within their own service. They were able to record their responses as a set of numbers on a grid which they were able to then identify using a pseudonym (although none chose to) so that from then on responses were not directly identifiable to them even by the researcher.

Owing to the relatively confined nature of the participant pool for this Phase, participants had to be cautioned that, although the researcher would take every possible care, complete anonymity could not be guaranteed since identities might be deduced demographically even from outwardly anonymous data protected by a pseudonym or code. Participants signed the consent form having had the chance to read this information and could not proceed without signing. They were also provided with enough information to decide if their involvement in the research was a reasonable use of their time. For example, approximate timings were provided and intended outcomes for the research, such as how it might benefit the organisation and profession, were explained. Q-methodology was presented as a technique worthy of participants exploring, not just as a vehicle for the research but because of its potential value in promoting the voices of the less powerful including the CYP with whom EPs work.

Following Q-sorting, participants were given time to ask further questions and offer comments on the experience, not just by writing comments on the Participant Questionnaire sheet, but in person.

3.8 Quality of research

Table 3 below summarises such considerations for this research. Initially, then, there is a difficulty in deciding which criteria to select in discussing aspects of research quality in Q-methodology or whether it should be subject to the same traditional research quality considerations such as reliability, validity or generalisability (Nicholas, 2011). In addition, there is the question of whether more recently developed research quality criteria intended to validate qualitative research, such as the criteria for research rigour developed by Lincoln and Guba (1985), are appropriate to Q-methodology.

3.8.1 Validity

3.8.1.1 Research validity

Valenta and Wigger (1997) present the core Q-sorting process of Q as substantively subjective in expressing the viewpoint of each person participating. This cannot, by definition, be validated by objective criteria, since people's views are valid in their own terms (Watts & Stenner, 2012). The ability to construe one's point of view through Q-sorting can be said to be an issue of validity. However, this is offset through the opportunity given to participants to provide feedback following the Q-sorting. In this study, for example, participants were asked to add any statements they felt should have been included.

3.8.1.2 Content validity

In relation to the Q-sample of statements presented for participants to rank in the Q-sort, there are a variety of ways used in Q-methodology to address content validity or whether the concourse adequately reflects the topic of investigation. For this research, these issues, such as those of adequate topic coverage, were chiefly considered in section 3.6.2.

3.8.1.3 Item validity

Item validity, or whether the statements used in the Q-set conveyed what they were supposed to mean, becomes inappropriate with the subjective approach of Q-methodology. This is because, aside from the researcher providing definitions for unfamiliar words used, it is deliberately left to participants to interpret the statements in their own way. Interpretations are then elucidated using the rankings made and through the feedback participants give post Q-sort. This was true of the current study but also related to the consideration of content validity above.

3.8.2 Reliability

Watts and Stenner (2012) state that the reliability, or repeatability concerns of R-methodology (see section 3.4.1.1), do not apply to Q-methodology since it is about the expression of subjectivity at a point in time. Thus, in this study, the data generated from participants in both Phases, both about what should count as a full-enough set of statements about the topic (Preliminary Phase) and how Main Phase participants chose to rate these had to be seen as a snapshot in time with some cautious potential for transferability rather than generalisability (see below). However, it has been shown, incidentally, that when comparable Q investigations are conducted with similar groups of participants, then remarkably similar sets of factors can emerge (Watts & Stenner, *ibid.*).

3.8.3 Generalisability and transferability

McKeown and Thomas (2013, p.4) describe the set of factors which emerge from a Q study as “generalizations”, including their own quotation marks to denote something different to the generalisation of traditional research. Thus, although aspects of transferability are not totally excluded for Q-methodology, there is no aim of generalising findings to the overall population.

Transferability in qualitative research is synonymous with and replaces the generalisability quality element of quantitative research. It is concerned with whether the research findings are transferable to other contexts than that of the current study. In Lincoln and Guba’s (1985) terms thick description (depth) is the procedure for obtaining transferability since, by presenting a situation in enough depth it offers scope for decisions about how far a study’s conclusions could relate to other settings. For this study, the concern is to present both the breadth and depth of the landscape of views across an EPS about SPCCPA. It is hoped that such a picture will be useful in comparing and contrasting landscapes of view about the topic in parallel practitioner psychologist settings in order to contribute to critical psychology processes.

3.8.4 Credibility

The credibility aspect of Lincoln and Guba’s (1985) criteria for trustworthiness of qualitative research is about the truthfulness of what the research claims to find out.

Credibility was supported through triangulation in several ways such as ensuring the adequacy of the Q-set using the expert review of participants from the Community Psychology psychologist community in the Preliminary Phase of research. Q-sort data was also triangulated with supplementary qualitative feedback data from participants.

3.8.5 Dependability

Creswell (2009) advocates the use of peer modifiers to examine the researcher's interpretation of the data as reasonable. In this research, this was achieved by the researcher's student peers and her professional supervisor from her own EPS, probing the process of research and the reasonableness of the researcher's interpretations of the emerging Q-factors.

3.8.6 Confirmability

Q-methodology was chosen by the researcher as a confirmability measure (Lincoln & Guba, 1985) with regard to whether the Q-sort data represented the views of participants untainted by researcher bias. This was because of her concerns that her reputation amongst peers as a colleague known to be conversant with socio-political issues, for example as a trade union representative, might influence participants' data. It was felt that Q-methodology provided a distance between researcher and participants that face to face interview techniques would not.

Table 3. Evaluative criteria (adapted from Lincoln & Guba, 1985; Atkinson., 2017) and the strategies employed within the current research.

Evaluative Criteria	Strategies Employed
<p>Credibility Confidence in the ‘truth’ of the findings.</p>	<p>Triangulation - Multiple data sources (questionnaires, Q sort data, post-sort questionnaires, and field notes) were used to ensure that accounts of participants’ viewpoints were rich, robust, comprehensive and well-developed. Theoretical triangulation was also utilised, and the findings were interpreted a posteriori through a number of theoretical lenses.</p> <p>Peer Debriefing - A research supervisor reviewed and questioned the research process to ensure that the account resonated with people other than the researcher (Creswell, 2009).</p>
<p>Transferability Applicability in other contexts.</p>	<p>Thick Description - Each ‘viewpoint’ emerging from the Q analysis was described and interpreted in sufficient detail so that the results became richer. No claims about larger scale generalisability were made in the present study.</p>
<p>Dependability Consistency in findings.</p>	<p>External Audits – Peer researchers and a member of the EPS reviewed the research process and examined the adequacy of the factor interpretations to ensure that these were supported by the data. This was followed by a member check process. In addition, the full results of the Q sort were made available to the reader and so the stages of interpretation are transparent.</p>
<p>Confirmability Avoidance of unwanted bias.</p>	<p>Audit Trail - A full record of activities carried out throughout the research process was kept, which included raw data, field notes, a research diary and details of data analysis. The aim of the audit trail was to demonstrate transparency and to trace the origins of interpretations and conclusions drawn throughout the study.</p> <p>Reflexivity - To minimise researcher bias, the researcher engaged in self-reflection throughout the study and was mindful of how previous experiences and personal views could potentially impact upon the interpretation of the data. Reflexivity was also demonstrated through the use of a research journal and supervision.</p> <p>Data Collection and Interpretation - The data collection procedures minimised researcher bias (participants were free to sort the items in their Q-sorts according to their own views). With regard to interpreting the viewpoints that emerged, this was constrained to some extent by quantitative data.</p>

Chapter 4: Results and analysis

4.1 Introduction

The previous chapter described the methodology for this research, in aspects such as ontology, epistemology, method, and data collection. There was also an outline of the inter-related stages of data analysis and interpretation used in Q-methodology (Q). It described how, in the Preliminary Phase, Thompson's (2007) statements about CCP were updated by recruiting experts in CCP, for example, via membership of the BPS Community Psychology Section, who completed the anonymous online questionnaire which included the original statements with space to amend and add to these. Then, in the Main Phase, the 16 participants, psychological practitioners from across one LA EPS, each chose to rate the resultant 51 statements about a SPCCPA to psychology.

Participants presented their ratings, or Q-sorts, in a quasi-normal shaped matrix ranging from -5 (most irrelevant) to +5 (most relevant). Rating decisions were sought based on how relevant participants felt the statements were to the future of educational psychology. This resulted in the creation of 16 anonymous Q-sorts each accompanied by participants' handwritten responses to the participant demographic and feedback questionnaire.

What follows is a detailed presentation of the processes used to analyse and interpret these. The aim was to provide a sophisticated landscape representing viewpoints both within and between participants. This was in order to answer the research question, in relation to one UK LA EPS, "How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?" In doing so, the aim was to relate Thompson's (2007) findings (in the paper on which this research was

modelled) about the socio-political stance of TCPs with findings about the views of EPs; and also to begin to respond to Fox's (2015) question as to whether it is true, for EPs in one LA in the UK, as is suggested by American studies, that:

“...people do not see, let alone feel, the need to change the status-quo or correct the damaging effects of prejudice and oppressive practices, policies, and systems...Or do we see unjust practice but do not know where or how to change it?” (Fox, 2015, p.394).

4.2 The place of analysis and interpretation in Q-methodology.

Unlike other research methods involving qualitative data, Q enables *numerical* examination of *subjective* material. This assists the uncovering of relationships within the data which non-statistical analysis *by eye* might miss (Brown, 1993, p. 107). In addition, Q was chosen to show respect and sensitivity to participants, and to offer rigour, in providing some distance between the potential influence of the researcher and participants' choices in responding. This was because a politically sensitive area such as this study might be deemed “emotionally laden” (Fox, 2015, p.394). There was also a need to offer clarity about the researcher's own biases and how they might have influenced the research and to show what measures were taken to avoid this; that is, to improve the trustworthiness of the findings.

The reader is also reminded of the abductive, as opposed to inductive or deductive nature of Q (as explained previously; section 3.4.1.4). Abduction, as set out by Peirce (Yu, 1995), underpins Q as a methodology which is exploratory but seeks both

breadth and depth of data in revealing a landscape of viewpoints within an organisation- just as this current study does in exploring the views of EPs in one LA. Breadth refers to the range of views between (*inter*) the participants whilst depth is concerned with each *intra*-participant set of ratings. Thus, the holistic format of each participant's Q-sort is compared with that of every other.

The previous chapter also discussed how the choice of Q grew from the ontological and epistemological stance, a critical realist one, derived in responding to the research question. The question was an exploratory one about EPs' views regarding SPCCPA but was couched in the wider framework of CCP and linking with the researcher's own Marxist perspective. The research question was being addressed as part of a larger intention, beyond the research itself, to challenge unjust systems, including potentially capitalism itself, as the basis for emancipatory change.

4.3 What emerged from the Preliminary Phase participants' updating of the original statements?

As explained in the previous chapter (section 3.6.2.1), the research included a Preliminary Phase during which Thompson's (2007) original SPCCP statements were updated by 28 experts in the field. This resulted in the retention of the original 43 statements and the addition of eight more based on the feedback from these Preliminary Phase experts: 51 in total.

Table 4: Eight SPCCPA statements added during the Preliminary Phase
44. Working at policy level and influencing social policy
45. Understand ways in which economic arrangements determine people's behaviour and threaten the environment
46. Work to rectify historical and cultural oppressions and inequality
47. Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice
48. Understand and work with asset-based approaches which facilitate people and communities to come together to achieve positive change using their own knowledge, skills and lived experience of issues affecting them
49. Co-production and collaboration: an equally shared approach between practitioner and users/clients
50. Acknowledging how the UK and other governments use the effects of poverty to pathologise and scapegoat rather than understanding the cognitive impact on problem-solving of poverty
51. Holding ourselves and others to account

Looking at the Factor Arrays, these added statements were reasonable evenly spread out across them. Comparing them with the criteria for Mainstream psychology, Mainstream community psychology and CCP (Table 1, Chapter 1) it appears that that

statements 44 and 51 qualify as mainstream notions; 48 and 49 as Mainstream community psychology and statements 45, 46, 47 and 50 as SPCCPA.

4.4 How the P-set of participants in the Main Phase turned out and their initial results

Table 5 below gives overall demographic information about the EP service, in more detail than previously, including the different roles represented, the gender split and the spread across the four geographical quadrants of the service.

As intended in the original plan of research, a number of participants between 16 and 20; that is, 16, completed a Q-sort. The age range was between 28 and 60 years old, with men making up just under a third of the numbers- roughly equivalent to the gender mix in the EP service as a whole. Participants were roughly evenly gathered from the four geographical quadrants of the service. There was a mixture of participants from all possible roles in the service, namely main-grade EPs (EP), senior managers (DPEP- deputy principle EP), senior specialist EPs (SSEP), Trainee EPs (TEP) and Assistant EPs (AEP).

Experience of CCP or socio-political approaches to psychology:

- Three participants declared themselves to have no previous experience (N) of SPCCPA.
- Six participants rated themselves as having limited previous experience (Li).
- Four participants felt that they had some (S) prior experience.

- Two rated themselves as having had lots (Lo) of experience of working with such an approach.

The service quadrant with, perhaps, the best spread of participant experience of the topic was South, ranging across all experience categories.

Table 5: Characteristics of the P-set of participants (Main Phase) in detail

Participant /Q-sort No.	Gen-der	Age	Role TEP-trainee EP; AEP-assistant EP; DPEP-deputy principal EP; SSEP-senior specialist EP.	Experience with SPCCPA [None (0), Limited (1), Some (2), Lots (3)]	Geographic quadrant of the EP service.
7	F	30+	AEP	Some 2	South
3	M	40+	DPEP		
8			SSEP	Lots 3	
2	F	30+	EPs	Limited 1	South/West
6		50+		None 0	
16	F	50+	DPEP	Limited 1	North-East
1			EPs		
4		30+			
12		50+			
14	F	Withheld	EPs	None 0	West
5	M	30+		Limited 1	
9		50+		Some 2	
13	F	30+		TEP	
10	F	20+	TEPs	None 0	Mid
11				Limited 1	
15	M	50+	EP	Some 2	
Means:	Males: 31%	30+	EPs: 56%	1.25: Mostly 'Limited' experience with SPCCPA	All quadrants
		Age Range: 20+ to 50+			

The 16 participants' combined ratings of the 51 statements from the concourse for this research are given in Table 6 below. Ratings were from 'most irrelevant' to 'most relevant'; from -5 through to +5. The totals for each participant were ranked, indicating which statement received the highest to the lowest ratings across the participant group overall. It can be seen that the five highest ranking or 'most relevant' statements for EPs across the participant group were:

<i>Table 6: The five highest or 'most relevant' ranking statements overall were:</i>
<p>1st: (22) Promoting empowerment (i.e. by which people gain increasing control over their lives) 2nd: (15) Promoting individual and collective resilience 3rd: (12) Drawing on the skills, knowledge and expertise held by individuals and communities 4th: (49) Co-production & collaboration: equally shared approach between practitioner & users/clients 5th: (11) Working collaboratively and forming partnerships with others (i.e. working 'alongside of')</p>
<i>The five lowest or 'most irrelevant' ranking statements overall were:</i>
<p>32nd: (9) Acknowledging that psychology's current position perpetuates social injustice 33rd: (42) Challenging the purpose and prevalence of capitalism in contemporary society 34th: (33) Understanding problems from a global perspective 35th: (Jointly): (39) Acknowledging and understanding the impact of religious/spiritual factor AND (47) Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice 36th: (41) Challenging the purpose and prevalence of globalisation in contemporary society</p>

4.5 Q-sort analysis

Watts and Stenner (2012) characterise Q-analysis as having three stages which are distinctive to it. These are, the production:

- Firstly, of Factors from Q-sorts, using correlation and factorisation.
- Secondly, of Factor Arrays from factors, that is the creation of *model* Q-sorts exemplifying the data.
- Thirdly, of factor interpretations from Factor Arrays by means of interpretation, assisted by information from Q-sorters' demographic and feedback questionnaires.

4.5.1 Correlation

Because in Q, straightforward ranking of statements is deemed inadequate (Appendix y.), a process of correlation was embarked upon. This is the first stage of data reduction in Q which serves to assist the interpretation of results. It is about finding the general extent of similarity between the participants' Q-sorts (Brown, 1980).

In this study, the 16 Q-sorts were intercorrelated using Version 2.35 of Schmolck's (2014) free-to-access PQMethod software. This is a program specifically designed for Q, which readily enables entry of Q-sort data, followed by statistical correlation and creation of Factor Arrays. The correlation is presented in full in the Appendix z. The correlation table presents the extent to which each Q-sort relates to, or shows some kind of similarity to, every other Q-sort (Watts & Stenner, 2012). It can be seen that each Q-sort, by definition, relates 100% to itself (shown by the diagonal line) whilst

correlations of zero, as with Q-sort 2 in relation to Q-sort 3, indicate no association between sorts. A negative correlation conveys a negative relationship- that is, of opposing views.

A correlation can be said to be significant, that is, demonstrating a genuine relationship beyond what might occur through mere coincidence, using the following equation²⁰ (Brown, 1980, pp. 283-4):

$$2.58 \times (1 / \sqrt{\text{No. of items in the Q-set}})$$

Watts and Stenner (2012) show how, on this basis, correlations had to be at ± 0.36 (that is 36%) or greater, to be significant in this study. The correlations shaded grey in the table (Appendix z.), show where this was the case; the emerging pattern formed being symmetrical at the axis formed by the diagonal line through the 100% correlation of each Q-sort with itself. The strongest correlation emerged between Q-sort 12 and Q-sort 14 at 66%. These Q-sorts were produced by two female EPs, one aged 50+ (Q-sort 12) and one who declined to give her age (“??”). They were from different quadrants of the EP service (North (N) and West (W) respectively). The 50+ year old described herself as having had ‘limited’ experience of SPCCPA. The other EP described herself as having had ‘none’ of this experience (‘N’).

4.5.2 Factor extraction

Three “Factors were extracted and rotated, which together explained” 45 % of the study variance ... “of the 16 Q-sorts”, all “loaded significantly onto one or other of these” three Factors. Factor loadings of” ± 0.36 “or above were significant at the $p < 0.01$ level.” (Adapted from Watts & Stenner, 2012, p.181).

²⁰ This was at the $p < 0.01$ level, that is, less than 1% probability (p) of being wrong.

Watts and Stenner's (2012) recommendation was also adopted, of using Horst's 5.5 Centroid Factor Analysis (as opposed to Principal Component Factor Analysis) as provided by Schmolck's (2014) PQMethod programme, instead of the Factor analysis process described in Brown (1980). This was combined with the choice of the Varimax type of rotation with the following aims:

- To maximise the number of Q-sorts loading significantly on the extracted Factors;
- to explain a healthy amount of the overall study variance;
- and to satisfy both the above requirements using an appropriate number of Factors (actually, the smallest that is sensible).

(Adapted from Watts & Stenner, 2012, p. 197).

4.5.2.1 Cutting the cake: Deciding how many Factors to extract

The number of Factors initially extracted, based on the number of Q-sorts being analysed (that is 16), and using Watts and Stenner's (2012) recommendations for using PQMethod (ibid., 2012, p.197), was *three* Factors.

Watts and Stenner (2012) describe the array of Q-sorts from all of the participants (in this case 16) using the metaphor of a cake mix. The initial process of correlation in PQMethod 'cooks the cake', as it were; that is, the correlation matrix, in statistical terms. In the process of mixing together the ingredients (Q-sorts), intercorrelation occurs between each Q-sort and every other. Each Q-sort will correlate more strongly with some other Q-sorts than with the rest. For this study, that equates with EPs having more in common in their viewpoint with certain other EPs. In addition, EPs were likely to have more in common with certain other EPs in *some* aspects of their overall viewpoint. But in *other* aspects of their viewpoint they had more in common

with a different set of EPs. It was the quality of these patterns amongst the participant group, with regard to views about SPCCPA that the analysis and eventual interpretation set out to discover (Hughes, 2016).

Continuing Watts and Stenner's (2012) analogy, the task was then to cut (or extract) from this 'cake' some representative 'slices' or Factors. For each Factor, the analysis, enabled by PQMethod, produced values known statistically as Factor loadings (or correlation coefficients). What is known as the 'unrotated' Factor results showed how the 16 Q-sorts correlated with the three Factors (or 'slices') extracted (that is 'cut' from the cake). This correlation measure was a demonstration of how much each Q-sort was like each extracted Factor. The 'unrotated' state of analysis at this point will be explained next.

Participants / Q-sorts	Factors and loadings		
	1	2	3
1	0.3606	0.2398	0.0697
2	0.6800	-0.1567	-0.2491
3	0.1747	-0.4229	0.3224
4	0.3983	-0.2114	-0.1778
5	0.5829	-0.1223	-0.0531
6	0.7331	0.2571	-0.1660
7	0.6860	-0.1912	0.0822
8	0.7253	0.1350	-0.2440
9	0.2860	-0.2753	0.2164
10	0.6955	0.2159	-0.3906
11	0.4399	0.1051	0.3015
12	0.6527	0.3931	-0.0566
13	0.5400	0.0767	0.3066
14	0.6393	0.3410	-0.1821
15	0.5356	-0.6164	-0.1411
16	0.4918	0.2325	0.3614
Eigenvalues	5.0694	1.2857	0.8702 (= ≤ 1)
% of common variance explained	32	8	5

4.5.3 The sphere of viewpoints with a focus on the research question.

The variance referred to in the above table, is a statistical term to do with the range of information the data displays and its diversity. In the following screenshot from the PQ Method process, Factors 1 and 2 are shown respectively as the x and y axes of the graph. Other numbers refer to the 16 participants' sorts:

Figure 8: Screenshot from PQ Method process at 0° rotation (i.e. before rotation).

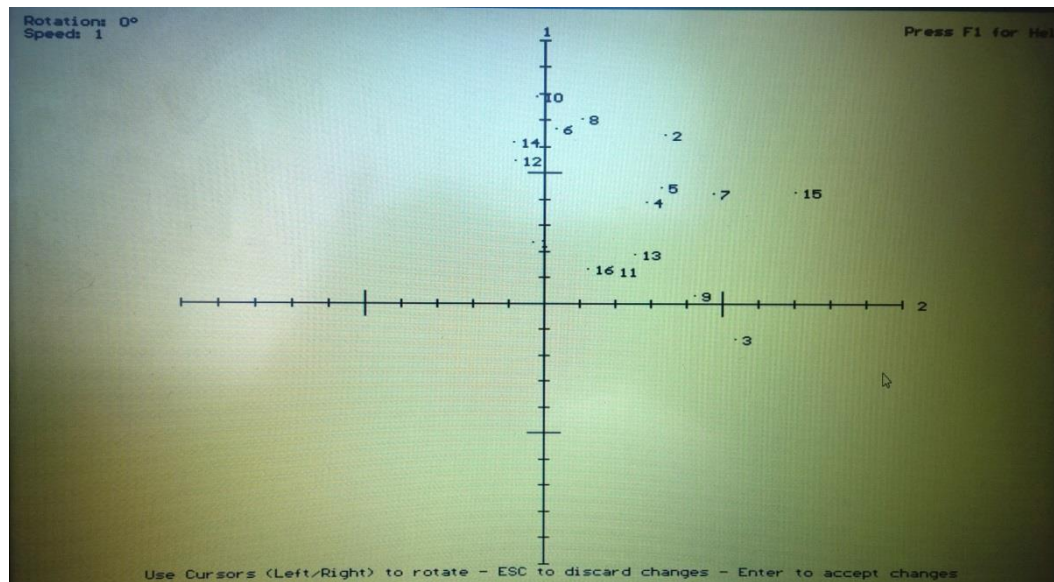
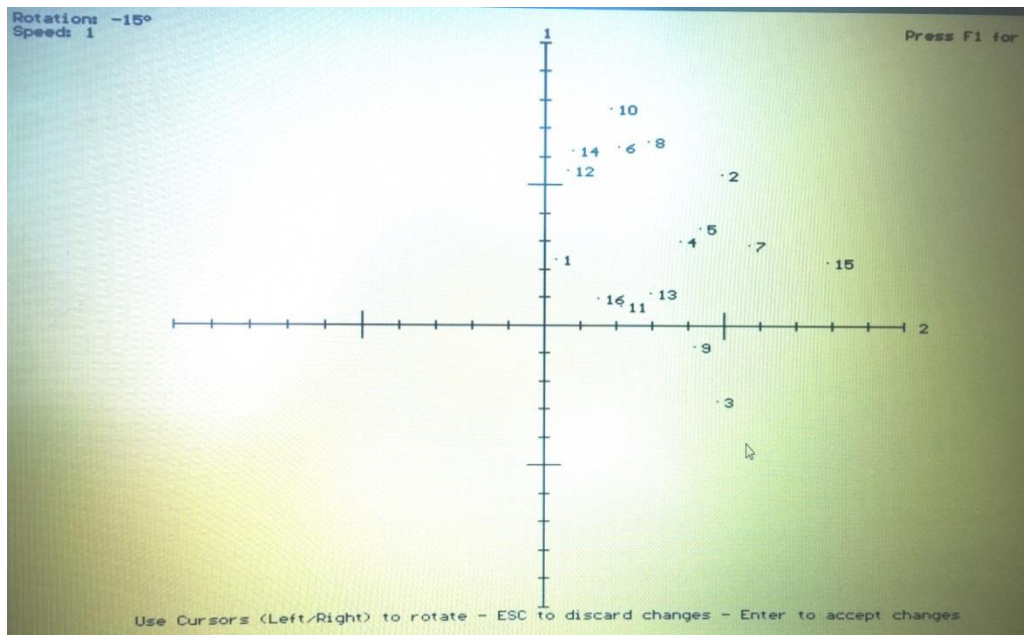


Figure 9: The same matrix following -15° rotation



If the field of variance is imagined as the inside space of a sphere, then Factor 1 was considered the North-South axis. Factor 2 then became the West-East axis. These two Factors accounted for the first and second dimensions of the space. Factor 3 then became the third dimension in space which, in relation to a page, could be shown by a pencil pushed through the paper at the zero point of the x, y axis so that it protrudes at right angles to the page in front and behind.

It is vital to note that rotating the Factors does not disturb the relationships between the Q-sorts, or variables, themselves. In the imagined internal spherical space, the Q-sorts have fixed positions relative to one another. Rotating the Factors is a way of discovering how to best represent the optimum extent of shared opinion between the Q-sorts. It is a process of discovering best fit.

4.5.3.1 What is an Eigenvalue?

In Q, a Factor is what emerges by statistically condensing the data of participant views, expressed in their Q-sorts, to attempt to represent common perspectives or differences. The theoretical *maximum* number of Factors that can be extracted is the same as the number of participants which are the variables in Q. However, Factor analysis seeks to aid interpretation through reduction of data to more essential components. McKeown and Thomas (2013) summarise the function of Factor analysis as giving “statistical clarity to the behavioural order implicit in the correlation matrix by virtue of similarly (or dissimilarly) performed Q-sorts.” (p. 52). An Eigenvalue of ≥ 1 shows that a Factor explains more variance than a single variable or Q-sort alone would do (see p.98 of Watts & Stenner, 2012). It is, then, a tool to enable the pattern of variance to be simplified by means of showing commonality between the Q-sorts, that is, socially shared perspectives (Appendix dd.).

4.5.3.2 What is a Factor Loading?

For Stephenson (1936), factor loading values indicate the positions of Q-sorts along the dimension between “objectivity” and “subjectivity”. This is in the sense of social facts; opinions that become followed to the point of being trends that are “difficult to get round” (Watts & Stenner, 2012, p.43) and tend to dominate as common-sense or “objects” in the social environment. These are, thus, social realities in the critical realist sense that this research was set in. The closer a Q-sort comes to this commonality represented by the Factor; the higher is its Factor loading. The further away it is, the more it moves towards the subjective end of the dimension and the lower its Factor loading. Factors can, therefore, be understood as representing

dominant “discourses” (Watts & Stenner, 2012, p.42) within the community in which responses to the theme of the research-in this case how relevant EPs think SPCCPA is - were being explored. Negative Factor loadings show dissent from the dominant discourse in the polar opposite direction. The more subjective the viewpoint of a Q-sort, the more it can be characterised as idiosyncratic in comparison with the dominant or more received viewpoints²¹.

4.5.4 Extraction of Factors and Rotation of Factors

Figure 8, above, shows Factors 1 and 2 before rotation. This enabled the Factors to account for the variance across the participants’ Q-sorts.

Favourable aspects of Factors prior to rotation:

- Two Factors had Eigenvalues above one;
- the three Factors explained 45% of variance;
- two Factors were bipolar which might have been “interesting to interpret” (see Watts & Stenner, 2012, p.199).

Less favourable:

- There were four confounded sorts with significant loadings on more than one Factor;
- one Factor had Eigenvalue below 1;
- significant loadings onto Factors 2 and 3 were mostly bipolar;
- Factor 2 had only three significantly loading sorts and Factor 3 only two.

²¹ There were no statistically significant negative Factor loadings following final rotation in this research.

Table 8: Rotated Factor Matrix with an 'x' indicating a defining Q-sort²² (loaded significantly at ≥ 0.36).

Rotated Factor loadings, variance and communality (h^2 %)

 = confounded sort loading significantly onto more than one Factor.

Participants' Q-sorts ²³	F1	(F1) ²	F2	(F2) ²	F3	(F3) ²	h^2 (F1) ² + (F2) ² + (F3) ²	h^2 %
15 M50+EPSM	0.2297	.052762	0.7877 x	.620471	-0.1155	.013340	0.68657	69
10 F20+TENM	0.7702 x	.593208	0.1840	.033856	0.2365	.055932	0.68299	68
6 F50+EPNW	0.6389 x	.408193	0.2032	.041290	0.4261	.181561	0.63105	63
8 M40+SSLiS	0.6539 x	.427585	0.2856	.081567	0.3077	.094679	0.60383	60
12 F50+EPLiN	0.5527 x	.305477	0.0620	.003844	0.5238	.274366	0.58369	58
14 F??EPNW	0.6214 x	.386138	0.0789	.006225	0.4071	.165730	0.55809	56
2 F30+EPLiS	0.5395 x	.291060	0.4912	.241277	0.1293	.016719	0.54906	55
7 F30+AESS	0.2867	.082197	0.5666 x	.321036	0.3329	.110822	0.51406	51
16 F50+DPLoN	0.0971	.009428	0.1515	.022952	0.6279 x	.394258	0.42664	43
5 M30+EPLiW	0.3473	.120617	0.4329 x	.187402	0.2226	.049551	0.35757	36

²² Note that, following rotation, each of the 16 Q sorts becomes a defining sort loading onto one of the three factors

²³ Note that the coded names for the participants/Q-sorts incorporate information about their gender, age-range, job-role, knowledge of SPCCPA & service quadrant respectively e.g. M50+EPSM

3	M40+DPSS	-0.2675	.071556	0.4833 x	.233579	0.0905	.008190	0.31333	31
11	F20+TELiM	0.0707	.004999	0.2147	.046096	0.4943 x	.244333	0.29543	30
13	F30+EP\$W	0.1175	.013806	0.2968	.088092	0.5381 x	.289552	0.26763	27
4	F30+EPLiN	0.3022	.091325	0.3789 x	.143565	-0.0068	.000046	0.23494	24
9	M50+EP\$W	-0.0767	.005883	0.4166 x	.173556	0.1579	.024932	0.20437	20
1	F50+EPLiN	0.2376	.056454	0.0296	.000876	0.3675 x	.135056	0.19239	19
Eigenvalues (sum of the squared loadings):			2.9207		2.2457		2.0591		
% variance explained:		18		14		13		Total variance explained: 45%	

It was likely that improvement was possible, for example by reducing the number of negative Factor loadings on the Factors to make Factors more representative of the Q-sorts they originated from (see Watts & Stenner, 2012, p. 138; *bottom of page*). So rotation was embarked upon in order to find better lines of fit within the three-dimensional data space. Table 8 above shows that a rotation process was indeed found so that the number of negative Factor loadings was reduced for the better. The ‘x’s in the table show loadings that were significant for being at or above the 0.36 level established previously (see section 4.3.1).

Total variance explained: Watts and Stenner (2012, p.199) state that ‘upwards of 35-40% ... should be okay’. Thus, at 45%, the variance in this study, at this stage of rotation, was at an acceptable level.

Bipolar Factors: These contain both negative and positive Factor loadings and included Factors 1 and 3, although no negative Factor loadings were at the level of significance.

Communality (h^2 %): As then arranged, Q-sorts 15 and 10 had high communality of 69% and 68 % respectively indicating that they typified Q-sorts in the research generally. Conversely, Q-sorts 9 and 1 have the lowest communality level.

Eigenvalues following rotation: The rotation process also enabled the creation of three Factors, all with values greater than 1 where, before rotation, Factor 3 had an Eigenvalue of only 0.87. So, more variance was explained by the Factors emerging following the rotation process chosen than before rotation was performed.

There continued to be no *null* sorts, those which do not significantly load onto any Factor. Thus, the Factors, in this sense, were inclusive of all the Q-sorts. Even the confounded sorts that loaded significantly onto two Factors (none loaded onto more than two Factors) “can still be explained in terms of the resulting Factor Arrays onto which they significantly load” (Armatas, Venn, & Watson, 2014, p. 450).

Improvements following the final rotation:

- Variance was better distributed across the Factors and was still 45%.
- All Factors then had Eigenvalues above one.
- All Factors had at least 6 significantly loading sorts (although quite a lot were confounded across Factors). Excluding the confounded sorts, each Factor still had at least two significantly loaded sorts.
- There were no non-significant sorts.

Disadvantages:

- There were still four confounded sorts.

4.5.6 Deriving Factor Arrays

In section 4.2.1 there was an explanation of the need to examine Q-sort data holistically. Having explored the key literature in relation to this (including Stephenson, 1936; Brown, 1993; McKeown and Thomas, 2013) the researcher concluded that Watts and Stenner (2012) offered the most robust, consistent and practical guidance to conduct data-based interpretation within Q. Thus their ‘crib-sheet’ process was followed (Ibid., p. 150-160). They introduce it as a way of considering the Q-sort data holistically, since it examines each item in the Factors, and with consistency between Factors. They also present it as a way of ensuring thorough and systematic coverage of the data in a way that could not be ensured otherwise.

The previous sections detailed the use of Factor rotation so as to position Factors to account for as much of the variation represented by the participants’ Q-sorts as possible. This concluded with the establishment of three Factors which, between them, accounted for all 16 of the participants’ data as defining Q-sorts on these Factors.

Thus, the Q-sorts contained in each of the chosen three Factors were tabled as so called ‘Factor Arrays’. This was followed by derivation of a crib-sheet for each factor.

The two main stages in derivation of Factor arrays, representing key viewpoints amongst participants, were as follows:

- Calculation of Factor weights (Appendix ee.), Factor estimates (Appendix kk.) and weighted scores.
- Conversion of *weighted scores* to standardised '*z*' scores to enable comparison (Appendix ll.).

This process also fulfilled standard extraction criteria for the Factors thus:

- Eigenvalues / Kaiser-Guttman criterion: all three Factors have an Eigenvalue above the required value of 1.00 (Brown, 1980, p. 222).
- At least two Q-sorts which loaded significantly (that is at ≥ 0.36) onto the Factor (Brown, 1980, p. 222-3)
- All three Factors qualified for extraction according to Humphrey's rule (Ibid., p. 223) wherein significance of Factors is indicated where the product of the two highest Factor loadings is more than *twice* the standard error (Brown, 1980, pp.222-3). In this study, twice the standard error was $2 \times (1/\sqrt{51})$; or 0.28.

Calculations used to derive the Factor Arrays are shown in Appendix ll.

4.5.6.2.1 Factor arrays for the three Factors in this study

Brown (1980, p.242-3) demonstrates how, following satisfactory Factor rotation, the Factors can be revealed as model Q-sorts with their own viewpoint derived from those Q-sorts which load most highly onto them. These are termed Factor Arrays. (Appendices nn. to qq.).

Following derivation of the Factor 1 array, this formed the basis for development of the crib-sheet, an interpretive tool for Q designed by Watts and Stenner (2012), p.150). This was repeated for the other two Factors. The advantage of this technique is that it provides rigour in the following ways:

- It ensures that interpretation is data driven rather than biased towards the researcher's own thinking.
- It is thorough and holistic in that it requires consideration of every item in the array.
- It lends itself to the process of abduction which runs through this study as its underlying logic.

4.5.6.3 Interpretive 'crib-sheets'.

This process, devised by Watts and Stenner (2012), enables clarity about the make-up of the distinctive viewpoint of each Factor. Thus even though, for the Factor 1 array, statement 32 'Understanding problems from a national perspective' achieves a rank of -2 in Factor 1, to the left of the 0 column and towards the more irrelevant side of the grid, this still places the statement in a position which denotes it as more relevant for Factor 1 than it is placed within the other two Factors.

Confounded Q-sorts, which load significantly onto more than one Factor, were also included, especially since, for example, although Q-sort 6 loads significantly onto both Factor 1 and Factor 3, it still has a comparatively high Factor loading for Factor 1 at 0.6389.

4.5.6.3.1 Factor 1

Q-sort	Participant	Factor 1 loading	Other Factors' Q-sorts are confounded with
10	F20+TENM	0.7702	Not confounded
8	M40+SSLiS	0.6539	
6	F50+EPNW	0.6389	
14	F??EPNW	0.6214	Factor 3
12	F50+EPLiN	0.5527	
2	F30+EPLiS	0.5395	Factor 2

Table 9: Details of Factor 1²⁴

The Factor 1 Crib Sheet is shown below. (Crib sheets for the other two Factors can be found in Appendices nn. and pp.).

Table 10: Crib Sheet for Factor 1		
<i>Items that ranked as <u>more relevant</u> in Factor 1 than in any other Factor:</i>		
15	Promoting individual and collective resilience*	5
12	Drawing on the skills, knowledge and expertise held by individuals and communities	4
11	Working collaboratively & forming partnerships with others ('alongside of ' not just 'on behalf of')	4
28	Working at the meso or relational level (i.e. with families, schools, workplaces)	4
27	Working at the micro or personal level (i.e. with individuals)	3
48	Understand and work with asset-based approaches which facilitate people & communities to come together to achieve positive change using their own knowledge, skills & lived experience of the issues affecting them	2

²⁴ Details of Factors 2 and 3 are in Appendices nn. to pp.

29	Working at the macro or collective level (i.e. with communities and society)	2
30	Understanding problems from an individual perspective	2
31	Understanding problems from a community perspective	2
37	Acknowledging/understanding the impact of cultural factors on suffering	1
39	Acknowledging and understanding the impact of religious / spiritual factors on suffering	0
9	Acknowledging that psychology's current position perpetuates social injustice	-1
2	Collaborating with other social movements who are working towards a just world	-1
32	Understanding problems from a national perspective	-2
33	Understanding problems from a global perspective	-3
<i>Items that ranked as <u>more irrelevant</u> in Factor 1 than in any other Factor:</i>		
22	Promoting empowerment (i.e. a process by which people gain increasing control over their lives and circumstance)	3
17	Working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent and fundamental change than can be achieved by working with one person or one problem at a time)	0
21	Promoting social justice (i.e. the fair and equitable allocation of bargaining power, resources, and burdens in society)	0
40	Challenging governments and other institutions that perpetuate social injustice	-1
19	Aiding conscientization (2) (i.e. where oppressors develop an awareness and understanding of how they contribute towards oppression)	-2
44	Working at policy level and influencing social policy	-2
45	Understand the ways in which economic arrangements determine people's behaviour and threaten the environment	-2
23	Working outside of the accommodationist paradigm (a perspective that accepts injustice believing change is outside its remit of legitimate work)	-3
50	Acknowledging how governments use effects of poverty to pathologise /scapegoat rather than understanding cognitive impact on problem-solving of poverty	-3

46	Work to rectify historical and cultural oppressions and inequality	-4
47	Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice	-4
43	Challenging the purpose and prevalence of individualism in contemporary society	-5

***Note that there is only one statement ranking at -5 and at +5 which is distinctively rated for this Factor**

Watts and Stenner (2012) remind us of the importance of relative consideration of the ratings enabled by the crib-sheet based analysis. For example, in Factor 1, item 2, although rated at 0, which might suggest neutrality, was nonetheless included as an item ranked as more important in this Factor than in the other Factors. They also suggest attempting to hypothesise the reason for the relative position of each item in the crib-sheets and to test this by examining the ranking of other items, by participant comments in the qualitative questionnaire or by demographic data gathered. This will be demonstrated in the final interpretation of Factors later in the chapter.

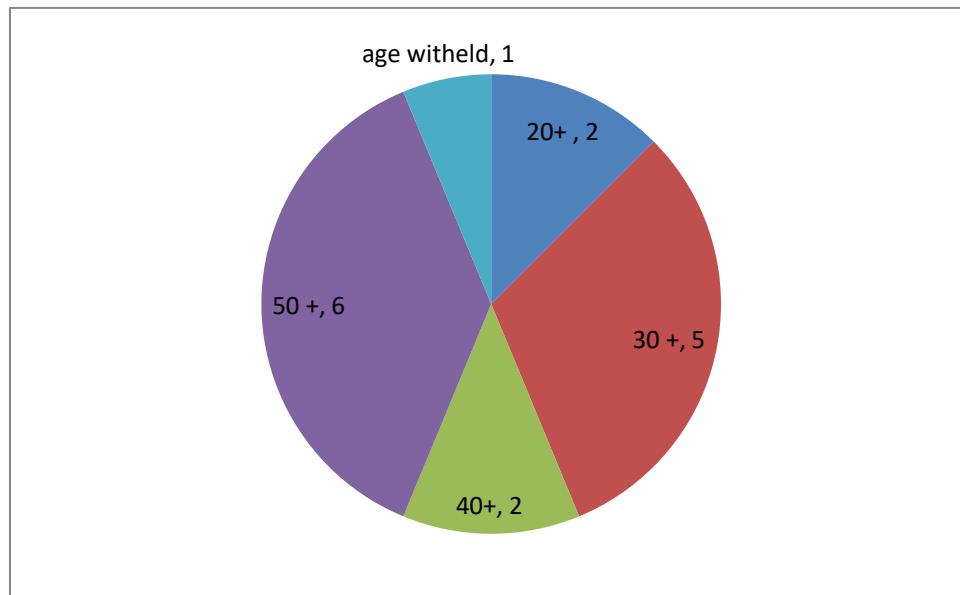
As already mentioned, confounded sorts need not be excluded even though they are not accounted for by one Factor alone.

4.6 Main Phase: demographic questionnaire

The first purpose of this questionnaire was to ensure a demographic spread of participants approximately representative of the EP service as a whole (Appendix w.) using responses to the demographic questions. Furthermore, demographic information was required as context in considering patterns in the emergent Factors. As it turned out, the only pattern seemed to be the predominance of female participants for Factor 1 with relative inexperience of SPCCPA.

Participants were asked to give their name or pseudonym to identify their data should they later choose to withdraw it. They were then asked to give their age, gender and professional job title. The spread of ages, gender and job role is represented in the pie charts below:

Figure 10: What is your age?



The Head of the service was unable to reveal ages of employees across the service owing to current age discrimination legislation. However, in the study itself, the aim was to represent views of participants from a spread of age-groups, which it did.

Although it was not possible to discover this for the whole EP service, participants were also asked to select a descriptor appropriate to their perception of their level of experience with SPCCPA, as well:

Figure 11: What is your level of experience with the socio-political approach?

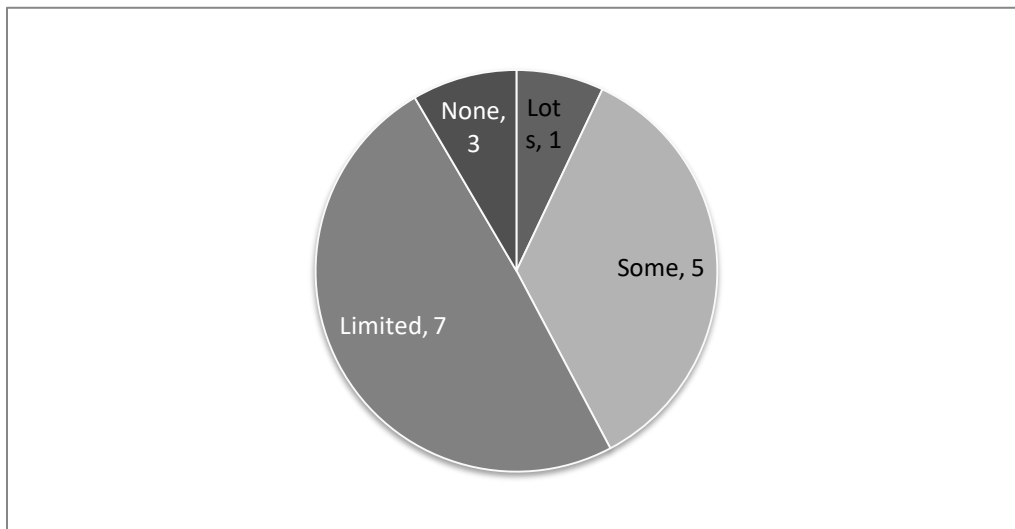
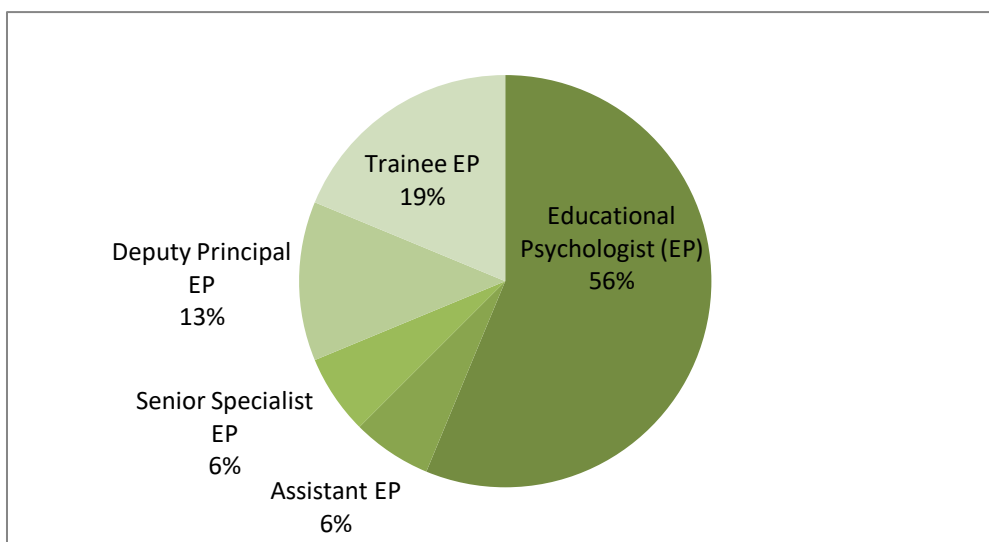
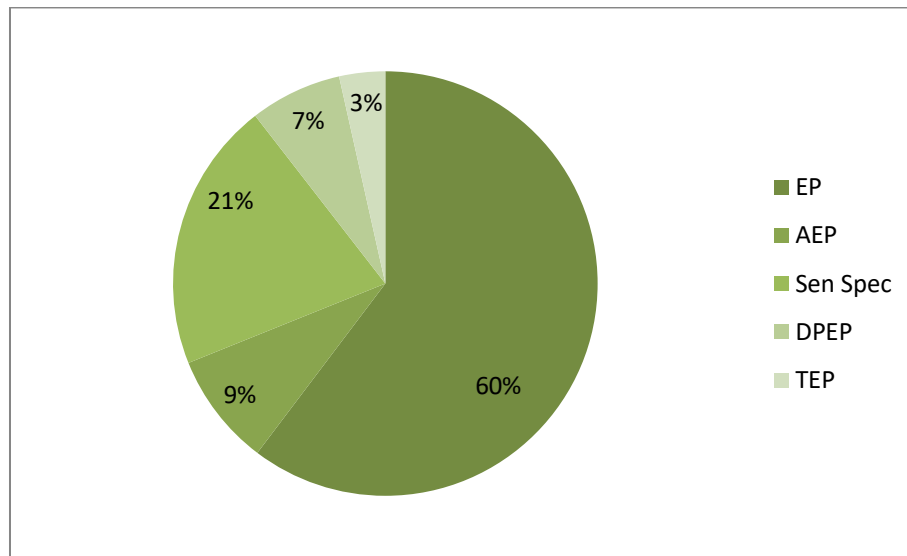


Figure 12: What is your professional job title?



Participants chose a descriptor for their job role (Fig. 12 above shows percentages of each). Looking at percentages of employees in the same roles in the service as a whole (Fig. 13), the proportion of main grade EPs is similar in the sample to that in the service. Proportionate numbers for other roles did not match so closely but is what might be expected from a sample of those willing to come forward from each geographical quadrant of the service.

Figure 13: Percentages in the same roles in the whole EP service.



The second purpose of the Main Phase questionnaire was to reveal some insights into the ratings made by participants in order to assist interpretation of the results. The responses were as shown below:

Table 11: Question. ‘What is your level of experience with the socio-political approach?’

Level of experience	Participant	Any comment?
‘Lots’	16	‘I have a strong Socialist background.’
‘Some’	3, 7, 9, 13, 15	No comment
‘Limited’	1, 2, 4, 5, 8, 11, 12	‘Only in the sense of it being raised during DECP ²⁵ training.’ (1). No comment (others)
‘None’	6, 10, 14	No comment

²⁵ DECP stands for the ‘British Psychological Society Division of Educational and Child Psychology’.

4.6.1 Comments about the rationale and experience of rating the statements.

The Main Phase participants' written questionnaire asked at the end, 'Any statements you would add yourself?' to which no participant responded. However, some added comments about the sorting process at this point. A sample of these are included in the table below together with participants' written comments about their rating of the two 'Most relevant' and two 'Most irrelevant' statements. An example of responses is

Table 12: Two 'Most relevant' and two 'most irrelevant' ratings and a selection of participants' comments sorted according to the condition of instruction 'How relevant you view each statement to be to the future of educational psychology as you understand it?'

Q-SORT PARTICIPANT	TWO 'MOST RELEVANT' STATEMENTS	WHY ARE THESE 'MOST RELEVANT' FOR YOU?	TWO 'LEAST RELEVANT' (MOST IRRELEVANT) STATEMENTS	WHY ARE THESE 'LEAST RELEVANT' (MOST IRRELEVANT) FOR YOU?	Other COMMENTS ABOUT THE PROCESS.
1. F50+EPLiN	<p>20 Promoting praxis (i.e. the integration of critical research, reflection & action...</p> <p>51 Holding ourselves and others to account.</p>	<p>To maintain the integrity of our practice and the application of psycho-logy in society ...supporting the use of research in making practice & impact foremost.</p>	<p>5 Working with the poor, marginalised, oppressed & disadvantaged</p> <p>42 Challenging the purpose and prevalence of capitalism in contemporary society</p>	<p>Do not see use of psychology as bound in this way or linked to only one set of political positions</p>	-
2. F30+EPLiS	<p>22 Promoting empowerment (i.e. a process by which people gain increasing</p>	<p>People need to feel empowered & 'in control' to be positive about making</p>	<p>46 Work to rectify historical and cultural oppressions and inequality.</p>	<p>Don't think anti-oppressions are what EPs do.</p>	<p>I honestly was finding it a little tricky, having to fit in my responses to the pyramid as, you might recall</p>

	control over their lives etc. 15 Promoting individual and collective resilience.	changes in their lives.	47 Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice.		that, a lot of my responses were initially skewed to the 'most relevant' rating. Could possibly be one of the reasons why it was rated as most irrelevant?
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given above and the rest are to be found in Appendix rr. Further consideration of the sorting experience is given within the Interpretation section below.

4.7 Interpretation

Brown (1980), notes that the process chosen for interpretation of Factors is dependent on the purpose of the research. At the time of writing, Watts and Stenner (2012) seemed alone in offering detailed guidelines for moving between the creation of Factor Arrays, as shown in the last section of this chapter, to making sense of these in terms of the narratives and discourses that these reveal from the community being studied. Watts and Stenner (*ibid.*) offer a procedure not because they advise sticking to this rigidly but as a framework to assist documentation of process so as to support future replication of the research. They *do* advise letting “the factor arrays govern proceedings” and that “it is the viewpoints themselves, and a genuine desire to

understand, that must be foremost throughout the interpretation process.” (ibid., p. 148).

As explained in earlier sections, there is an emphasis, in the tradition of the originator of Q-methodology, Stephenson (1936), on a holistic, instead of an atomistic, interpretation which is the peircian²⁶ reasoning behind the complex creation of Factor Arrays from Q-sorters’ data, showing the interrelationships within and between participants Q-sort responses. That was why mere examination of the higher or lower ranked items amongst the participants was rejected in favour of a process resting on intercorrelation. For the same reason, comparison of items across Factor was also not centrally important.

In section 4.3.6.3, so-called ‘crib-sheets’ were developed following Watts and Stenner (2012), as a means of looking at every Factor in a consistent and holistic way that guarantees detailed coverage involving all items in each Factor Array. They show the issues which are distinctive for each different Factor not just based on items ranked as particularly relevant or irrelevant in this study but including items, such as those nearer the central section of the Q-sort distribution, that may be important in explaining the relationships between items and how these inform the viewpoint of the Factor as a whole. An item existing at the ‘0’ rating is not necessarily a neutral position but gains its meaning based on its relative position to other items and may be more critical to the overall discourse represented by a Factor Array than a ‘0’ ranked item in another Factor (Watts & Stenner, 2012, p. 155). In this way, Watts and Stenner (ibid.) explain the interpretive method, adopted for this research, of

²⁶ The application of Peircian abduction theory in this research is explained more fully in section 4.2 of this chapter.

alternating between the wood, or Factor, and the trees, or items and their positions that constitute the wood!

Information from the crib-sheets was also combined with qualitative and demographic data from the Main Phase questionnaire (see section 4.4). However, as Watts and Stenner (*ibid.*) recommend, the interpretation was begun before considering this questionnaire information to avoid the interference of any researcher biases that demographic data might have thrown up. In other words, stereotypical notions triggered by consideration of the demographic, were not be allowed to prefigure the interpretation.

Watts and Stenner (*ibid.*) also suggest that the progress of the interpretation can be gauged by whether a sense of how it might *feel* to participate in the viewpoint represented by any one Factor. They argue that it would be such inclinations, products of cognition and emotional response together that lead to the choices participants make in their Q-sorting. Thus, good interpretation should attempt to communicate this human aspect of the viewpoints within a community rather than being too cold. Q-methodology is seen to have this advantage whilst remaining systematic in its approach. For this reason, this study adopted²⁷ the technique of Stollery (2013) of using a first-person narrative style, with each Factor interpretation being given a discourse title, which was nevertheless carefully built up in stages by examining each item in context and against the background of the questionnaire data.

4.7.1 Discourses and viewpoints: Interpretation of Factors

²⁷ Having trialled other methods such as use of an outsider commentary as used in Watts and Stenner (2012).

What follows is a commentary derived by the researcher both from the three Factors and by using direct quotes from the post Q-sort qualitative questionnaire responses. This was to model, holistically (Watts & Stenner, 2012) and in human terms, the viewpoint and group discourses expressed statistically by each Factor's Array. (The rationale for this was explained in section 4.1). The commentary also incorporated participants' questionnaire responses about the process of Q-sorting as a way of exploring the topic of the relevance of SPCCPA.

The provision of a discourse title for each Factor, much in the style of the presentation of themes in thematic analysis (Braun & Clark, 2006), was intended to give the essential flavour of the viewpoint. Demographic information was provided for those participants whose Q-sort responses loaded significantly onto the Factor along with statistical characteristics of that Factor, such as how much of the whole study variance it accounted for.

The commentaries were annotated with the number of the statement informing each section together with its numerical rating in the array (e.g. 42, -5). Where quotes were given from the post Q-sort questionnaire responses, these are coded to indicate their participant originator (e.g. M40+SSLiS). The first letter of the code (here 'M') codes for the participant's gender (M/F); the number refers to their age group (e.g. 40+); the next two letters refer to role (e.g. 'SS' means 'senior specialist'²⁸); the two letters following refer to level of experience (e.g. 'Li' means 'limited'²⁹); the final letter refers to the geographical quadrant of the service (e.g. 'S' means 'South'³⁰). The

²⁸ EP means 'main grade EP', TE means 'Trainee EP', DP means 'Deputy Principal EP', AE means 'Assistant EP'

²⁹ 'N' means 'none or no experience'; 'S' means 'some experience of SPCCPA', and 'Lo' means 'lots of experience'.

³⁰ 'W' means 'West', 'S' means 'South' and 'M' means 'Mid'.

bracketed words within quotes were included by the researcher to better convey the sense of the quotation in the context of the commentary presented.

4.7.1.1 Interpretation of Factor 1

4.7.1.1.1 Characteristics of Factor 1

Q-sort	Participant	Factor loadings	Other Factors Q-sorts are confounded with
10	F20+TENM	0.7702	Not confounded
8	M40+SSLiS	0.6539	
6	F50+EPNW	0.6389	Factor 3 (loading 0.4261)
14	F??EPNW	0.6214	Factor 3 (loading 0.4071)
12	F50+EPLiN	0.5527	Factor 3 (loading 0.5238)
2	F30+EPLiS	0.5395	Factor 2 (loading 0.4912)
Loading total:		3.7766	

Factor 1 had an eigenvalue³¹ of 2.92 and explained 18% of the study variance.

It was predominantly female with five females and one male participant significantly associated with this Factor.

Five were in the age range between 20+ and 50+ years, with one female withholding her age.

They represented all four geographical quadrants of the EP service with 'Limited' or no ('none') declared experience of SPCCPA. Four were main grade EPs.

Of the significant Q-sorts of Factor 1, sort 2 emerged as being confounded with Factor 2. Also, Q-sorts 6, 12, and 14 were confounded with Factor 3. This left only two non-confounded Q-sorts whose significant loading could only be explained from the Factor 1 viewpoint: Q-sorts 10 & 8. (Watts & Stenner, 2012, pp. 219-24).

³¹ To recap: An Eigenvalue of ≥ 1 shows that a factor explains more variance than a single variable or Q-sort alone would do (see p.98 of Watts & Stenner, 2012).

The crib-sheet for Factor 1, which details the distinctive features of this viewpoint compared to Factors 2 and 3, is given in the Table 10 above. Also, similar information is available about the distinctiveness of the Factor by examining the grid pattern of sorting in the Factor Arrays whereby statements coloured pink emerged as viewed more relevant than in the other Factors. Likewise statements coloured blue emerged as viewed more irrelevant than in other Factors. (See Appendices t., u. & v.)

4.7.1.1.2 First person narrative of the distinctive viewpoint for Factor 1 based on the Factor Array, crib-sheet and questionnaire responses of significantly loading participants.

Direct quotations from the post Q-sort questionnaire are in italics followed by the participant code in brackets. Words in brackets were added to better convey meaning. Numbers in brackets refer to the number and position of statements in the array.

Factor 1 Title/Summary/Discourse:

Promoting others, their resilience and expertise, as individuals and in communities, is the most relevant for EP professionals working towards a just world...

... Challenging oppression and individualism was most irrelevant ...

...and it is questionable whether being against globalisation or capitalism should be a part of educational psychology practice.

~

Promoting individual and collective resilience (15, +5) as well as drawing on the skills, knowledge and expertise held by individuals and communities (12, +4), was highly relevant for me. I believe that '(r)esilience is a keystone of emotional well-being at individual and societal level' (F55EPNW) and 'I think promoting others is key.' (F20+TENM). Also, '(a)sset-based approaches are very much part of my thinking' (M40+SSLIS), as expressed in statement number 12 already mentioned.

'There were very few statements that seemed totally irrelevant so judgement about (the) least relevant (was) not fully thought through and (was) based on being very removed from the job as an EP'. However, I placed working to rectify historical and cultural oppressions (46, -4) and challenging the purpose and prevalence of

individualism in contemporary society (43, -5) at the less relevant end, not because they have no relevance but because I gave them least priority on this occasion. However, '*I don't think anti-oppressions are what EPs do*' (F30EPLiS) and '*challenging individualism is not something I see as having most impact in my work*' (F30+EPLiS).

4.7.1.1.3 How EPs and fellow psychological practitioners described and contextualised the Q-sort process for Factor 1

Below is a summary of participants' comments following completion of their Q-sort.

Direct quotations from the post Q-sort questionnaire are in italics followed by the participant code in brackets. Non-italicised comments in brackets were added by the author to enhance understanding. Full transcript of the written comments for all three Factors is in Appendix rr.

It was easier to place the top and bottom cards than the ones in the middle. There were a few cards where I was not familiar with the terminology...or... the interpretation (M40+SSLiS)

I ...feel there has been a...decline in (EP's socio-political) influence...I had time restraints... (however)...it was challenging –but enjoyable...(I c)an see the potential for Q- sort activity (in EP work)... if (there were) reduce(d numbers of) statements. (F50+EPLiN)

Lots of them (i.e., the statements) are relevant. (It is) important to realise that this is relative...Many statements are similar in meaning (F??EPNW)

... my responses were initially skewed to the 'most relevant' rating... it did help me to reflect on my own practices... cultural and... ethnicity factors... did affect my approach (as someone with a minority ethnic heritage)... promoting equal opportunities and supporting the marginalised groups have always been something that I would lay... emphasis on (F30+EPLiS)

4.7.1.2 Interpretation of Factor 2

4.7.1.2.1 Characteristics of Factor 2.

Q-sort	Participant	Factor loadings	Other Factors Q-sorts are confounded with
15	M50+EPSM	0.7877	Not confounded
7	F30+AESS	0.5666	
2	F30+EPLiS	0.4912	Factor 1 (loading 0.5395)
3	M40+DPSS	0.4833	Not confounded
5	M30+EPLiW	0.4329	
9	M50+EPSW	0.4166	
4	F30+EPLiN	0.3789	
Loading total:		3.5572	

Factor 2 had an eigenvalue of 2.25 and explained 14% of the study variance, the second highest of the three Factors.

Seven participants were significantly associated with this Factor; three women and four men with an age range from 30+ to 50+ years and representing all quadrants of the service.

They had 'limited' or 'some' experience of SPCCPA.

Five were main grade EPs; there was one female assistant EP and one male deputy EP.

Of the significant Q-sorts of Factor 2, sort 2 emerged as being confounded with Factor 1. This left six non-confounded sorts whose significant loading could only be explained from the viewpoint of Factor 2.

This was the least confounded Factor of the three.

The crib-sheet for Factor 2, which details the distinctive features of this viewpoint compared to Factors 1 and 3, is given in the Appendix nn. Similar information is available about the distinctiveness of the Factor by examining the distinctive pattern

of sorting highlighted by the pink and blue in the Factor Array (Appendix u.) whereby statements coloured pink emerged as more relevant than in the other Factors. Likewise statements coloured blue emerged as more irrelevant than in other Factors.

4.7.1.2.2 First person narrative of the distinctive viewpoint for Factor 2 based on the Factor Array, crib-sheet and questionnaire responses of significantly loading participants.

Direct quotations from the post Q-sort questionnaire are in italics followed by the participant code in brackets. Words in brackets were added to better convey meaning. Numbers in brackets refer to the number and position of statements in the array.

Factor 2 Title/Summary/Discourse:

Opposing the dominance of a medical conceptualisation of difficulty, working with the poor, marginalised, oppressed and disadvantaged, for transformation as opposed to amelioration, and for co-production and collaboration were most relevant...

...Recognising the political nature of psychology, the need for collective action, challenging capitalism and the economic basis of suffering was also very relevant...

...Most irrelevant were considerations of religious/ spiritual factors and responding to criticisms of psychology.

~

Challenging the dominance of medical/psychiatric conceptualisations of distress (24, +5) was most relevant for me (M40+DPSS, F30+EPLiN). Close in relevance to this (M40+DPSS, M30+EPLiW) was working with the poor, marginalised, oppressed and disadvantaged (5, +4) since it *'reflect(s) my values and choice of career'* (M30+EPLiW). However, *'It could have been any of several; these just struck me as most relevant, particularly 24 (challenging the dominance of the medical etc.)'* (M40+DPSS).

Also near to the most relevant end for me was working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent and fundamental

change than can be achieved by working with one person or problem at a time) (17, +3).

‘This sums up/ encapsulates why I want to work as an EP, as well as in my life outside of work – it is my mission statement! It’s important that change is real and sustainable rather than micro or tokenistic.’ (F30+AESS).

An important aspect was challenging the purpose and prevalence of capitalism in contemporary society (42, +1) and acknowledging and understanding the impact of economic factors on suffering (36, +1) . This was “*chosen because I have a background in sociology and left movements*” (M50+EPSW).

Most irrelevant for me was reflecting on and responding to criticisms of psychology (6, -5) as well as acknowledging/understanding the impact of religious/spiritual factors on suffering (39, -5). The impact of environmental factors was somewhat less irrelevant (38, 0). This was because “*Religious/spiritual & environmental factors are important but, for me, are not the primary focus of EP work (as opposed to economic or social/political issues)*” (F30+AESS). Thus, they are “*Not things I often think about in the work context*” (M30+EPLiW), and I am “*Least interested in global processes than acting locally.*” (M50+EPSW). In seeming contradiction, I prioritised working towards a just world (1, -1) and at the macro or collective level (29, -1) in the way I did, since ‘I ended up putting quite relevant comments further towards the irrelevant side ...(because) I had already filled the relevant side’ (F30+EPLiN).

4.7.1.2.3 Summary of how EPs and fellow psychological practitioners described and contextualised the Q-sort process for Factor 2

“I was clear about things (I wanted to rate) at either end...I started with lots (of statement cards) under “relevant – prioritising was a challenge” (M50EPSM).

“With similar statements”, I placed the one that best expressed the concept near the more relevant end... “I worked mostly on gut instinct... all of the statements (were) relevant to EP work...” (F30+AESS).

“...items at the very ends may well have been consistent-just not the items in the middle of the spread.” (M50+EPSW).

“I did feel as though I ended up putting quite relevant comments further towards the irrelevant side than I would have liked because I had already filled the relevant side” (F30+EPLIN).

“It was a pleasure to participate – a really interesting experience” (F30AESS) / topic” (F30+EPLIN).

4.7.1.3 Interpretation of Factor 3

4.7.1.3.1 Characteristics of Factor 3

Q-sort	Participant	Factor loadings	Other Factors Q-sorts are confounded with
16	F50+DPLoN	0.6279	Not confounded
13	F30+EPSW	0.5381	
12	F50+EPLiN	0.5238	Factor 1 (loading 0.5527)
11	F20+TELiM	0.4943	Not confounded
6	F50+EPNW	0.4261	Factor 1 (loading 0.6389)
14	F??EPNW	0.4071	Factor 1 (loading 0.6214)
1	F50+EPLiN	0.3675	Not confounded
		3.3848	

Factor 3 had an eigenvalue of 2.06 and explained 13% of study variance, the least of all the Factors.

Seven participants were significantly associated with this Factor. They were three women and four men with an age range between 20+ and 50+ years.

They had a variety of experience of SPCCPA including ‘none’, ‘limited’, ‘some’ and ‘lots’ (a deputy principle EP, who described herself as from a ‘strong socialist background’³²). A 30+ age range EP, who said she had ‘some’ experience, mentioned her minority ethnic heritage. Participants represented all geographical quadrants of the EP service.

³² ‘re: experience of socio-political thinking’

Of the significant Q-sorts of Factor 3, sorts 6 and 12 were confounded with Factor 1. This left five non-confounded Q-sorts whose significant loading could only be explained from the Factor 3 viewpoint.

The crib-sheet for Factor 3, which details the distinctive features of this factor compared to Factors 1 and 2, is given in the Appendix pp.

4.7.1.3.2 First person narrative of the distinctive viewpoint for Factor 3 based on the Factor Array, crib-sheet and questionnaire responses of significantly loading participants.

Factor 3 Title/Summary/Discourse:

I prioritised the importance of EPs working for social justice, the impact of political factors, and influencing social policy in favour of the disadvantaged; through integrating critical research, reflection and action...

...Most irrelevant was challenging globalisation, acknowledging that psychology's position perpetuates social injustice, and collaborating with other movements towards a just world.

~

I gave greatest priority to working towards a just world (1, +5) influencing social policy (44, +5) such as by challenging governments/other institutions that perpetuate social injustice (40, +4). I explained how these statements, '*Reflect (my) underlying goals for working with people and society*' (F53DPLoN) and how '*I am committed to working towards an equal society in which everyone has an equal chance to thrive and be happy*' (F30EPSW). I would say that '*Everyone, whatever their profession, should be 'working towards a just world.'*' (F50+EPNW).

In addition, I prioritised acknowledging/understanding the impact of political factors on suffering (34, +3). Thus '*Social justice appeared to be the more relevant for me – I wonder(ed) if this*' was because of the '*influence*' of being trained at the University of East London? (F20+TELIM). I also felt that relatively high relevance should be given to acknowledging and understanding the impact of sociological issues (35, +1) on suffering and working against oppression (3, +1) and inequality (46, 0).

Linked to this ethical position in relevance, was the promotion of praxis (i.e., the integration of critical research, reflection and action) (20, +2) to '*maintain the integrity of our practice and the application of psychology in society (by) supporting the use of research in making practice and impact foremost*' (F50+EPLIN): in other words, perhaps, holding ourselves and others to account (51, +4).

‘There were very few statements that seemed totally irrelevant so judgement about least relevant (was) not fully thought through and based on being very removed from (the) job as an EP’ (F50+EPLiN). *‘(It is i)mportant to realise that (placement of the statements) is relative: even at the most irrelevant end some may be relevant’*. (F??EPNW). Thus although challenging the purpose and prevalence of globalisation in contemporary society was placed at -5, it was accompanied by the comment *‘I feel that the impact of globalisation is a huge issue that needs to be tackled from the bottom up’* (F30+EPSW) whilst *‘(C)hallenging societal globalisation is not something I see as having most impact in my work.’* (F??EPNW). Also, I placed giving psychology away (13, -2) at the least relevant end because *‘Some psychology ‘given away’ can be misquoted/misused.’* (F50+DPLoN).

Despite my emphasis on social justice, I have rated acknowledging that psychology’s current position perpetuates social injustice (9, -4) at the irrelevant end because of my *‘inherent belief that psychologists tend to be aware and ameliorate as best possible their position and role to counter this but this could be very naïve!!’* (F50+DPLoN). Also *‘I do not see (the) use of psychology as bound or linked to only one set of political positions’* (F50+EPLiN) thus an emphasis on social justice does not preclude prioritising a statement such as working with the poor, marginalised and disadvantaged (5, -2) near the least relevant side.

4.7.1.3.3 Summary of how EPs and fellow psychological practitioners described and contextualised the Q-sort process for Factor 3

“Thought provoking.... I think it is interesting that had I done this as a main grade, although having the same political stance it would have been less important a factor in my day to day consideration of what an EP’s role is. The longer working within the system, the greater awareness there is how big an impact there is on the role and how passionately I feel about how the system clashes with one’s own inner beliefs.”
(F50+DPLoN)

“I have used socio-political mapping (previously)...I am White/Black Caribbean... I found the activity interesting but challenging... it is important for EPs to use their position to work towards social change.” (F30EPSW)

“It was a pleasure! I thought doing the q-sort was a really interesting and novel way to get me thinking, but I did find it difficult...I thought... going with my gut was the best approach!” (F20+TELiM)

4.7.2 Comparing and contrasting participants' Q-sorts and Factors

Watts and Stenner (2012) stress that, in Q, interpretation is incomplete without a holistic consideration of the results in keeping with the peircian abductive process of examining data both from the bottom up and from the top down, which includes examination of communality as well as idiosyncratic outcomes.

Thus, Q-sorts 15 ($M_{50+EPSM}$) and 10 ($F_{20+TENM}$) had high communality of 69% and 68% respectively, indicating that they typified Q-sorts in the research generally. Q-sort 15 loaded significantly onto Factor 2 and Q-sort 10 onto Factor 1. Q-sort 10 rated as most relevant statement 12 (about drawing on the skills within communities) and statement 15 about promoting individual/collective resilience. It rated most irrelevant statement 46 (about challenging oppression/inequality) and statement 43 (on challenging individualism). Q-sort 15 saw promoting empowerment (22) and collaboration between practitioner and client (49) as most relevant. It placed responding to criticisms of psychology (6) and acknowledging religious/spiritual factors as most irrelevant.

In Q generally, some researchers choose to only extract Factors which include no confounded Q-sorts. This was not the case in the current study, the position taken being a more holistic one recognising the complex and often contradictory, indeed dynamic, nature of discourses or consciousness within communities which will be explored more fully in the discussion section.

Q-sorts 9 and 1 had the lowest communality level. However, since they loaded significantly onto Factor 2 and Factor 3 respectively they were not truly idiosyncratic, communality being a relative quality.

Confounded participants' Q-sorts, those loading significantly onto more than one Factor, are shown in Tables 13 below:

Table 13: Confounded Factors/ Q-sorts loading significantly onto two Factors

Q-sort	Participant	Significant Factor loadings onto:			Most <u>relevant</u> (+5)	Most <u>irrelevant</u> (-5)
		Factor 1	Factor 2	Factor 3		
2	F30+EPLiS	0.5395	0.4912	Not significant	15.Promoting individual & collective resilience 22. Promoting empowerment...	46.Work to rectify historical & cultural oppressions & inequality 47. Work in solidarity with other anti-oppressive movements...
12	F50+EPLiN	0.5527	Not significant	0.5238	27. Working at the micro or personal level... 28. Working at the meso or relational level...	9.Acknowledging that psychology's current position perpetuates social injustice 23. Working outside the accommodationist paradigm...
6	F50+EPNW	0.6389		0.4261	1.Working towards a just world 15.Promoting individual & collective resilience	3. Identifying and working against oppression in all its forms 41. Challenging the purpose & prevalence of globalisation...
14	F??EPNW	0.6214		0.4071	15.Promoting individual & collective resilience	41. Challenging the purpose & prevalence of globalisation...

					22. Promoting empowerment...	43. Challenging the purpose & prevalence of individualism ...
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It can be seen that statement 15 about resilience, and statement 22 about empowerment, featured strongly amongst the confounded Q-sorts, but were also 2nd and 1st in the overall ranking of statements listed in section 4.4. Also, the irrelevant rating of statement 41 about globalisation and anti-oppression statements (46 & 47) was echoed, perhaps, by statement 41 achieving lowest ranking overall of all the statements (section 4.4) and the low ranking overall of statement 47 against oppression.

As well as the distinctiveness of factors picked out by the crib sheet process and interpreted in section 4.5.1 above, the extent of consensus was further considered, starting with Table 14 below. This revealed greatest consensus between Factors 1 and 3, next greatest consensus between factors 2 and 3, and least consensus between Factors 1 and 2.

<i>Table 14: Consensus between Factors</i>	Ratings			Difference
	F1	F2	F3	
Consensus across all Factors:				
8. Acknowledging that psychology needs to do more to bring about a just world	All 0			(0)
26. Awareness, monitoring and management of the uses and abuses of power <i>outside</i> settings...	All -3			(0)
Consensus between Factors 1 and 2:				
25. Awareness, monitoring and management of the uses and abuses of power <i>inside</i> ...	-1	-1	-2	(1)
22. Promoting empowerment (i.e. a process by which people gain ...)	5	5	4	Although only (1)
Consensus between Factors 1 and 3:				
41. Challenging the purpose and prevalence of globalisation in...	-5	-2	-5	(3)
42. Challenging the purpose and prevalence of capitalism in contemporary society	-4	1	-4	And greatest difference with remaining factor of (5)
19. Aiding conscientization (2) (i.e. where oppressors develop a...	-2	0	-2	(2)
6. Reflecting on and responding to criticisms of psychology...	-1	-5	-1	(4)
45. Understand the ways in which economic arrangements determine...	-1	0	-1	(1)
36. Acknowledging and understanding the impact of economic factors...	0	1	0	(1)
7. Bringing a sense of social responsibility to psychology's wo...	1	3	1	(2)
38. Acknowledging and understanding the impact of environmental factors...	2	0	2	(2)
Consensus between Factors 2 and 3:				
37. Acknowledging and understanding the impact of cultural factors...	1	-1	-1	(2)
43. Challenging the purpose and prevalence of individualism ...	-5	0	0	(5)
31. Understanding problems from a community perspective...	2	0	0	(2)
50. Acknowledging how the UK and other governments use the effects of poverty to pathologise...	-3	1	1	(4)
15. Promoting individual and collective resilience	5	3	3	(2)

4.7.2.1 Researcher's comparative summary of factor viewpoints.

An important aspect of Q is to present the complexity of relationships between viewpoints in communities, contrary to a crude attempt at generalisation. The holistic

picture presented becomes the fullest answer to the research question about EPs views about the relevance of SPCCPA. However, the interpretation provided the possibility of some cautionary summarisation about the distinctive viewpoints which the Factors represented within the community of EPs studied. Watts and Stenner (2012, p. 158) emphasise the importance of bringing feeling to the interpretation of Factors which inevitably brings into play the researcher's own biases, although transparency about the researcher's own standpoint with regard to SPCCPA was attempted early on in the paper.

Thus, the researcher characterised the Factor 1 viewpoint, arising from predominantly female participants who were inexperienced in SPCCPA, as pragmatic and individualistic; viewing improvements in social justice as happening primarily through individual change. It was the closest discourse to Mainstream psychology (Table 1). Its summary title given was:

Most relevant was promoting others, their resilience and expertise, as individuals and in communities, as the key for EP professionals working towards a just world. Challenging oppression and individualism were most irrelevant, and it is questionable whether being against globalisation or capitalism should be a part of educational psychology practice

Factor 2, the researcher summarised as being a radical, critical, bottom-up challenge to bigger systems; whereby systemic change was anticipated through challenging dominant discourses and systems (e.g. capitalism) alongside the oppressed in society. It was the Factor most closely resembling SPCCPA. Its title was given as:

Most relevant was opposing the dominance of a medical conceptualisation of difficulty, working with the oppressed and disadvantaged, transformation as

opposed to amelioration, and collaboration. Recognising the political nature of psychology, the need for collective action, challenging capitalism and the economic basis of suffering was also highly relevant. Most irrelevant were considerations of religious/ spiritual factors and responding to criticisms of psychology.

Finally, the researcher interpreted the Factor 3 viewpoint, the one closest to Community psychology (Table 1) as liberal and legalistic; seeing improvements in social justice occurring by working through recognised channels of influence; achieving policy change via the use of critical skills and action to change policy on behalf of the disadvantaged. Its title was given as:

Most relevant was EPs working for social justice, the impact of political factors and influencing social policy in favour of the disadvantaged; through integrating critical research, reflection and action. Most irrelevant was challenging globalisation, acknowledging that psychology's position perpetuates social injustice, and collaborating with other movements towards a just world.

4.7.2.2 Participant feedback

Once the results and analysis were near completion, participants were given opportunity to examine the findings. Such a validation process is known as member-checking or participant feedback (Birt, Scott, Cavers, Campbell and Walter, 2016). According to this recommendation, data in the form of the final Factor Arrays derived, their respective crib-sheets and the interpretive discourses created for each Factor Array, were presented back to those participants able to remain involved³³.

³³ Not all the original participants were present since some declined further involvement and others had left the Service and could not be traced: Half that number remained.

This occurred during a formally arranged seminar, to which participants were invited some time beforehand, the results and analysis were presented. Then participants' responses were invited.

Some wished to speculate as to which Factor Array their own individual Q-sort had contributed to. Others did not wish to know. Participants showed interest in the interpretation of the arrays, but none objected to the interpretation in any way.

Chapter 5: Discussion

5.1 Introduction

Chapter 4 set out the analysis and stages of interpretation for this study. The results gave the snapshot of the view of practitioners in the LA EPS in question about the relevance of aspects of SPCCPA to the future of educational psychology. In the Preliminary Phase of the research, Thompson's (2007) original statements about CCP were updated to reflect its current state by presenting them to community psychology experts internationally via an online questionnaire. None of the original statements were discarded as a result but eight more were added to the original 43 to make 51 in total.

During quantitative data analysis in the Main Phase of research, of data derived through the Q-sorting process, three clear Factors emerged (although some participants' Q-sorts loaded significantly onto more than one Factor). These were also interpreted in the context of qualitative data from participants' written comments about the Q-sorting process.

The three Factors revealing discourses within the holistic view across the participants were précised thus:

1. Factor 1 discourse:

Promoting others, their resilience and expertise, as individuals and in communities, is most relevant for EP professionals working towards a just world...

... Challenging oppression and individualism was most irrelevant ...

...and it is questionable whether being against globalisation or capitalism should be a part of educational psychology practice.

2. Factor 2 discourse:

Opposing the dominance of a medical conceptualisation of difficulty; working with the poor, marginalised, oppressed and disadvantaged; for transformation as opposed to amelioration; and for co-production and collaboration were most relevant...

...Recognising the political nature of psychology, the need for collective action, challenging capitalism and the economic basis of suffering was also highly relevant...

...Most irrelevant were considerations of religious/ spiritual factors and responding to criticisms of psychology.

3. Factor 3 discourse:

Most relevant was EPs working for social justice; the impact of political factors; and influencing social policy in favour of the disadvantaged; through integrating critical research, reflection and action...

...Most irrelevant was challenging globalisation, acknowledging that psychology's position perpetuates social injustice, and collaborating with other movements towards a just world.

This final chapter serves to consider the findings in conjunction with the literature about the topic of EPs' view about SPCCPA and linked to key theory about this area. The relationship to EPs and educational psychology practice will be examined as well as the strengths and limitations of the study. The researcher's reflexive conclusions will be noted alongside suggestions for follow-up research and dissemination.

5.2 Research aims and restatement of research question

The aim of this research was to explore the view of practitioners within a LA EP service of a SPCCPA to practice. It had emancipatory and transformative aspirations,

supporting the often-stated emancipatory aspirations of EPs, certainly on entering the profession (Willdridge, 2013). The study title mirrored that of Thompson (2007) in using the singular of ‘view’ indicating that the focus was on looking at the perspective of the collective of practitioners as social facts existing within the EP service. As such, this was a critical realist study, which attempted to discover an aspect of social reality; albeit one existing within a particular context of time, place and social setting. It was a hybrid study combining qualitative and quantitative elements, or qualiquantological, as the chosen Q-methodology has been characterised (Stenner & Stainton-Rogers, 2004),

As explained in the methodology, in answering the research question, “How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?” it was felt essential to go beyond seeking EPs’ views as they stood, about something likely to be within their immediate frame of reference. Instead, a stimulus of CCP and socio-political concepts in the form of carefully prepared statements validated, in the initial phase of the research, by international experts in the SPCCPA, was used for EPs and psychological colleagues in the EP service to rate.

This research was premised on the idea that political neutrality is impossible as a practitioner psychologist and went onto explain the need for SPCCPA as a tool for seeking more conscious competence, or conscientisation, in navigating political and ideological influences as well as addressing socio-political and economic causes of distress instead of a within-person, individualistic focus.

The study was intended as a starting point for exploring this area within the EP profession, for example as a potential contribution to the socio-political aspect of

reflexive skills of EPs such as in the process of professional supervision. It builds, partly, on the British Psychological Society Practice Guidelines for psychologists which details its requirements for good practice, for example, in managing “Issues of power and control” (BPS, 2017, p.14).

5.3 Results in conjunction with the literature about the topic of EPs’ view about SPCCPA and linked to key theory about this area

The paper was modelled on research by Thompson (2007) which explored the views of TCPs about the SPCCPA. It was also prefaced by Fox’s (2015) paper which asked if, as was found in US research amongst school psychologists, EPs were unaware or unconcerned about socio-political issues. The systematic literature review found a gap in the research on EPs’ views of SPCCPA in an overarching sense, although ten papers were filtered out which explored EPs’ views about *aspects* of SPCCPA to varying degrees of criticality in their approach. Although Thompson (ibid.) referred to literature suggesting that clinical psychologists tended to ignore socio-political issues, his findings revealed that his TCP participants still saw several concepts from CCP as relevant to the development of their practice. Even “politically radical” (ibid. p.81) concepts were generally not considered irrelevant to the profession’s development.

In the current study too, educational psychology practitioners, in the cases of several participants, declared that the difficulty of their sorting task mainly arose because they found it hard to place many statements near to the irrelevant side of the sorting grid as they were required to do in prioritising them all. That is, similar to

Thompson's findings, EP practitioners in this study found much of the content of the CCP statements to be relevant. A typical comment in this regard was "I did feel as though I ended up putting quite relevant comments further towards the irrelevant side than I would have liked because I had already filled the relevant side" (Participant F30+EPLiN-Q-sort; loading onto Factor 2 only). Another wrote "I placed '*working to rectify historical and cultural oppressions*' (46, -4) and '*challenging the purpose and prevalence of individualism in contemporary society*' (43, -5) at the less relevant end, not because they have no relevance but because I gave them least priority on this occasion"(F30+EPLiS). Another example was that although the statement 'challenging the purpose and prevalence of globalisation in contemporary society' was placed at -5, it was accompanied by the comment "I feel that the impact of globalisation is a huge issue that needs to be tackled from the bottom up" (F30+EPSW).

Several participants in the current research also declared the Q-methodology statement sorting process to "interesting" even "a pleasure"³⁴ seeming to respond on the contrary to Fox's (2015) query about whether EPs in the UK, like their American counterparts, were apparently unconcerned with socio-political issues.

Demographically, there were some EP practitioners who declared their ethnic minority status, and described such factors as a basis for being more socio-politically concerned or aware, for example "cultural and... ethnicity factors... did affect my approach... promoting equal opportunities and supporting the marginalised groups have always been something that I would lay... emphasis on" (Participant F30+EPLiS; Q-sort 2; loading onto Factors 1 and 2).

³⁴ Participant 13: F30+EPSW; participant 11: F20+TELiM (both loading only onto Factor 3); participant 7: F30+AESS and participant 4: F30+EPLiN (both loading only onto Factor 2).

Thompson (ibid.) as well as concluding that it seemed incorrect to characterise TCPs as unconcerned with socio-political issues, noted that there were “more tangible barriers stopping ideas from socio-political approaches being brought into practice” (ibid., p. 82). Likewise, there were comments from EP practitioners in this study such as “challenging individualism is not something I see having most impact *in my work*”³⁵ (with my italics used to emphasise the point). This participant had also highlighted what seemed like contradictions between her emancipatory beliefs and the more restricted scope of her everyday work as an EP (F30+EPLiS; Q-sort 2). Hence this could have implied barriers to practising according to a SPCCPA.

Comparison with Thompson’s (2007) results in his study of the socio-political view of TCPs must be cautious since this study was concerned with a different psychological cohort; EP practitioners from an LA EPS. Thompson’s (ibid.) participants were his sample (in this study participants were the variables and the socio-political statements the sample) and there were far more of them than in the current study. Thus, Thompson’s factorisation took place on different bases and he generated four factors rather than this study’s three. However, comparison has some interest. Thompson (2007) described his factors as follows:

Factor 1 statements were characteristic of both CCP and clinical psychology.

Factor 2 was composed of more radical, challenging statements akin to CCP.

Factor 3 statements were of a more acquiescent mainstream type and

Factor 4 statements lay mid-way between CCP and mainstream positions.

³⁵ F30+EPLiS loading onto Factors 2 and 1

Thompson (ibid.) also found that his participants had a variety of responses to how relevant these factors were to the future of their profession.

The factors emerging from Q-methodology factorisation of the relevancy ratings of the SPCCP statements in this current study were not far removed from Thompson's findings, for example, in that Factor 2 for this study seemed to exhibit a position closer to CPP as did Thompson's Factor 2. Factor 1 for this study was closer to a mainstream psychology position akin, perhaps, to Thompson's Factor 3.

Findings from the papers revealed by the literature review in Chapter 2, also supported Thompson's conclusion, and similar findings in this current study, that psychologists were exercised by SPCCP issues rather than being indifferent. Within the papers filtered by the literature review, some success was reported in advocating against an individualist within-child approach in relation to ADHD (Hill & Turner, 2016). However, overall in the literature, there seemed a lack of expertise and confidence amongst EPs in pushing past systemic constraints towards more radical collective action akin to a CCP approach. The results of this current study were mixed in comparison and are detailed in the following sections.

5.4 Relating the findings to key theory

In the introduction to this thesis, there was a discussion of CCP theory about the problematic nature of mainstream psychology as well as applied educational psychology. These ideas will now be revisited in relation to the results and findings.

5.4.1 Psychologists as neutral practitioners and their position on the ameliorative-transformative spectrum.

In Chapter 1, a view was explored in the SPCCPA of the need for practitioners to take a position on the basis that it is not possible to remain politically neutral. This is because, otherwise, they risk being uncritically driven by the values of the larger socio-political system since, although the language of emancipation is often employed within dominant discourses, (such as social justice, equality, community, rights, empowerment and consultation), this can serve an ameliorative purpose which addresses symptoms alone and may even reinforce the causative processes by promoting acquiescence in the face of oppressive systems (e.g. Gibbs, 2018; Kidner, 2001). The CCP position, in relation to the Mainstream psychology or Mainstream community psychology positions outlined in Table 1 could be said to represent the most socio-politically radical, although not necessarily the most committed, position with the other two categories closer to neutrality or a position less likely to challenge the socio-political status-quo. Within the data derived from this research there are elements that relate to neutrality or a socio-political position in the way EP practitioners' ratings of statements emerged in the three factors as well as in their written comments.

For example, amongst participants loading onto Factor 1, there was the comment "It was easier to place the top and bottom cards than the ones in the middle" (M40+SSLiS). This might suggest a definite commitment about what was relevant and irrelevant in socio-political terms. Another comment was "I feel there has been a decline in EPs' socio-political influence" (F50+EPLiN). This was an EP from the older age category who had seen EP practice change over time. Then there was the

view that “cultural and ethnicity factors did affect my approach (as someone with a minority ethnic heritage) ...promoting equal opportunities and supporting the marginalised groups have (sic) always been something I would lay emphasis on” (F30+EPLiS). The latter implies making an active choice for socio-political reasons geared at emancipation of the disadvantaged.

However, what also emerged from Factor 1 as most relevant were arguably some of the less politically radical statements such as 15, “Promoting individual and collective resilience” and other statements of similar outlook such as 12, “Drawing on the skills, knowledge and expertise held by individuals and communities” and “Understand and work with asset-based approaches which facilitate people & communities to come together to achieve positive change using their own knowledge, skills & lived experience of the issues affecting them”. Whilst the latter could be part of an emancipatory process, it could equally well fit within a neoliberal discourse of drawing back the state and public services. Comments made by participants loading onto Factor 1 included “I don’t think anti-oppressions are what EPs do” (F30EPLiS)³⁶, indicating an attempt at a neutral position for the profession or what is perceived as the expected position (since this participant was the same one who expressed concern for “supporting marginalised groups” and described her country of origin outside the UK as “a rather high power distance country/society as well, in which we respect the authority figures a lot (possibly too much) to the extent that it can be difficult for us to challenge them”. She also described herself as a member of a disadvantaged minority group in her country of origin. Factor 1 exclusively contained participants with either little or no declared experience of a SPCCPA which may have been influential in a discourse tending towards attempted neutrality. The

³⁶ Although, this was the lowest significance loading of all the Factor 1 participants.

strongest commitment to socio-political position in contrast to the CCP position was “I’m not necessarily opposed to capitalism or globalisation. I’m definitely concerned by the idea that opposing them should be a core purpose of ψ (psychology)”.

(M40+SSLiS)

For Factor 2, the most relevant statements offered up a far less ambiguous challenge to dominant discourses including statement 24, “Challenging the dominance of medical and psychiatric conceptualisations of distress” and statement 5, “Working with the poor, marginalised, oppressed and disadvantaged”. These, especially the latter, are still potential material for an ameliorative discourse but there is a different context compared to Factor 1. For example, also within the relevant side for Factor 2, in particular, are statements which challenge a neo-liberal status-quo, and commit to transformation and conscientisation, for example by recognising the economic foundation of suffering such as statement 42, “Challenging the purpose and prevalence of capitalism in contemporary society”, and statement 23, “Working outside of the accommodationist paradigm (i.e. accommodationist practice accepts injustice believing change is outside its remit of legitimate work) and statement 18, “Aiding conscientisation (1) (oppressed develop awareness or understanding of the nature of oppressing circumstances)”. Factor 2 could be characterised as the one which most contrasted with attempted socio-political neutrality and was most clearly socio-politically radical or active and included no participants describing themselves and having no experience of the SPCCPA. Of these one declared that his choice of CCP statements as most relevant was “because I have a background in sociology and left movements” (M50+EPSW). In common with the SPCCPA, this participant also prioritised “the impact of economic factors on suffering” as highly relevant. Factor 2 was also the least confounded of the Factors and described the second highest amount

of variance across the participants as a whole. In this sense, political commitment, instead of neutrality, was a key discourse within the view of participants of the EP service in the study.

Factor 3 was perhaps the most paradoxical in its relationship with attempted socio-political neutrality. Participants were the most vociferous in writing down their opinions compared to other Factors, but commitments voiced, in the researcher's view, disposed towards mainstream culturally hegemonic use of language, rather than CCP ideas. Indeed, the statements emerging as most relevant for Factor 3 were arguably some of the most politically neutral in 1, "working towards a just world" and 44 "Working at policy level and influencing social policy". In this sense they could be viewed as non-committal although not necessarily consciously so. From the researcher's perspective Factor 3 could be characterised very broadly as supporting a view of socio-political progress brought about *on behalf of* the disadvantaged, rather than through *self*-emancipation, for example via professionals influencing policy as in 44, "Working at policy level and influencing social policy", and 40, "Challenging governments and other institutions that perpetuate social injustice". Some participants loading onto Factor 3 certainly expressed socio-political commitment such as, "I am committed to working towards an equal society in which everyone has an equal chance to thrive and be happy", later continuing with " Everyone, whatever their profession, should be working towards a just world" (F30+EPSW). Another participant implied that her socio-political commitment rested on a SPCCPA emphasis in her EP training course (F20+TELiM). Another participant, who chose to declare her BAME³⁷ identity, stated that she thought it "important for EPs to use their position to work towards social change" (F30EPSW). Also loaded onto Factor 3 was

³⁷ Black or minority ethnic

a participant who wrote from the strongest politically neutral position of any expressing a direct opinion “I do not see use of psychology as bound or linked to only one set of political positions” (F50+EPLiN).

5.4.2 Individualism in psychology

Thompson (2007), on whose research his paper was modelled, cited Cox & Kelly’s, (2000) depiction of mainstream psychology as steeped within an individualistic narrative that focuses on people primarily as individuals rather than as social beings. This is posed as the explanation for psychologists generally ignoring socio-political ways to practice although Thompson’s (2007) findings with regard to TCPs were that his participants did seem socio-politically concerned even with radical CCP approaches but encountered structural barriers to their enactment.

In this study, too, EP practitioners seemed to struggle to place more obvious SPCCP statements to the more irrelevant side of the sorting grid indicating a concern with socio-political issues. Ultimately, however, there were some features of the view of EP practitioners which leaned clearly towards individualism. For example, none of the three Factors emerged with statement 43. “Challenging the purpose and prevalence of individualism in contemporary society” near their more relevant side although in Factor 2, arguably a close ally against a neo-liberal position contained the more relevant placement of statement 42, “Challenging the purpose and prevalence of capitalism in contemporary society”. In terms of consensus, in both Factor 2 and Factor 3, statement 43 about challenging individualism, was at 0, on the more relevant side, whereas in Factor 1 it was least relevant at -5. Also, for Factor 1, statements 27, “Working at the micro or personal level (i.e. with individuals)”, and 30 “Understanding problems from an individual perspective” arose as more relevant than

for the other two Factors. This might suggest Factor 1 having been more individualistic a discourse than the other two Factors.

5.4.3 The mainstream / community psychology / CCP categorisation applied to the emerging factors.

In section 5.3 the four socio-political factors emerging from Thompson's (2007) study, on which this research was modelled, were compared with the three Factors derived in this research. To recap, Chapter 1 concluded with a suggested model for comparing the CCP approach socio-politically with other psychological practice broadly listed as *Mainstream psychology* and *Mainstream community psychology* (Table 1). The model was adapted from one originally developed by Fox, Prilleltensky & Austin (2009). As a model it clearly blurs the nuances of practice and in reality there is considerable overlap and contradiction. However, it presented one way to characterise the discourses represented by the three Factors resulting from the Q process in this study as now follows.

Factor 1 was characterised by high relevance ratings for some statements which could be framed as looking for solutions, not in wider societal change, but at the level of individuals, families and communities. It fitted best with the left hand "Mainstream psychology" column of the model in Table 1; for example, in the high relevance rating for "Promoting individual and collective resilience". There were also some statements in the relevant side leaning towards a macro level, such as statement 11, "Working collaboratively and forming partnerships with others" but in context, these could also be framed within a neo-liberal, "big society" narrative (BBC News, 2010) although "Acknowledging that psychology's current position perpetuates social injustice" was more relevantly placed compared to the other Factors albeit only at -1. Factor 1 placed some of the statements most pertinent to CCP as most irrelevant such

as statement 43, “Challenging the purpose and prevalence of individualism” at -5, but also statement 46, “Work to rectify historical and cultural oppressions and inequality” and statement 47, “Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice”, both at -4 and statement 23, “Working outside the accommodationist paradigm...” and statement 50, “Acknowledging how governments...pathologise...poverty” at -3. Also notable in characterising an alternative to a CCP, and certainly against a materialist Marxist position, was the rating of statement 45, “Understanding the ways in which economic arrangements determine people’s behaviour and threatens the environment”, at -2, as more irrelevant than for the other Factors.

Factor 2 was exemplified, like the third, right hand column of the model in Table 1, as viewing psychology as politically-based, that is value-laden; that the idea of psychologists being able to take a neutral position would not be favoured. It was the Factor most akin to CCP, or even to a Marxist dialectical materialist position (i.e. emphasising economic inequality as a root cause of distress), in challenging the larger system of capitalism, the economic causes of distress and choosing transformation over amelioration. For example, statement 5, “Working with the poor, marginalised, oppressed, and disadvantaged” was particularly relevantly placed, at +4; and statement 42, “Challenging the purpose and prevalence of capitalism in contemporary society” was distinctively relevantly positioned, at +1. Also, statement 45, “Understand ways economic arrangements determine people’s behaviour and threaten the environment”, positioned at 0, as characteristically more relevant for Factor 2 than for the other Factors.

Factor 3, held up against the Mainstream psychology, Mainstream community psychology and CCP comparative model in Table1, was the Factor most akin to a

Mainstream community perspective. Since educational psychology practice often lays emphasis on a community perspective, as in sometimes including the word “community” in the title of the EP training qualification (for example, for the Tavistock and Portman EP training course: The Tavistock & Portman NHS Foundation Trust, 2019), this position could be hypothesised as closest to the mainstream position of educational psychology.

Fox’s (2015) doubts about the indifference of EPs towards socio-political concerns were confirmed inasmuch as even Factor 1, arguably the most accommodating of the status-quo mainstream position, still favoured statements with a socio-political content where arguably far more politically ambiguous statements (such as statement 51, “Holding ourselves and others to account”) were available. For example, statement 15, “Promoting individual and collective resilience”. Factor 3 did have statement 1, “Working towards a just world” as most relevant- again, arguably a woolly statement in relation to CCP thinking as presented in Table 1. However, it must be remembered that, as Watts and Stenner (2012) explain, the meaning of the statements emerge properly in the way participants subjectively relate to them so that statement 1, “Working towards a just world”, could be viewed as a passionate statement of collective resistance likened to CCP thinking for some, although equally a conformation of Conservative policy for others (see note 5., p.14 of this thesis about Iain Duncan Smith’s Centre for Social Justice).

5.4.4 Contradictions and contradictory consciousness

To recap, it was the researcher’s hypothesis that in their views and practice, EPs and their psychological colleagues in the study were likely to exhibit a contradictory

consciousness (Gramsci, Hoare & Nowell-Smith, 2005); showing both an emancipatory, even socio-politically radical aspiration to make a positive difference for CYP, whilst being drawn into narratives and activities that reinforce a socio-political status-quo which can be antithetical to educational psychology's fundamental value of inclusion as enshrined in law (Equality Act, 2010). This seemed more the case for participants whose viewpoints loaded onto Factors 1 and 3, than it did for those linked to Factor 2, the more characteristically CCP orientated Factor.

As has already been detailed, there was evidence in the study that EPs found much relevance in the statements, including statements which could be characterised as from a radical CCP position. Despite expressing difficulty in being required to place many of the statements towards the irrelevant end during the sorting process, arguably indicating a level of socio-political engagement, EPs seemed, especially in Factors 1 and 3 to ultimately favour more socio-politically ambiguous statements as most relevant. An example of this was statement 22. "Promoting empowerment (i.e. a process by which people gain ...". This emerged as the statement which earned the greatest measure of consensus in terms of relevance. It gained a rating for both Factors 1 and 2, at level 5 (most relevant) and only one level behind at level 4 for Factor 3.

As Watts and Stenner (2012) point out it is important in analysis of Q results to be mindful of the potential for multiple meanings since participants rate the statements based on their own subjective view of their meanings. As such, empowerment can be both a critical transformative concept in the sense of Marx's call for the *self*-emancipation (researcher's emphasis) of the oppressed class as a means of revolutionary overthrow of the economic system (e.g. Winslow, 2013). This is empowerment based on a collective conscientisation process. However, elsewhere,

this term has been embraced in a culturally hegemonic way since it appeals to a common sense notion of rights and it has been argued that the term has become stripped of its original meaning of solidarity amongst the oppressed (Calvès, 2009). It can then become used as a way to promote an individualistic notion of improvement which can be ameliorative rather than transformative. As discussed in Chapter 1, over time, the degree to which radical and critically progressive notions become incorporated by the mainstream, or hegemonised, including by mainstream educational psychology practice, varies. It can be argued that this rests on what Marxist critical psychologists would call the level of (class) struggle (Kagan & Burton, 2001). Thus, when there is a level of conscientisation which enables disadvantaged groups to act as a collective to resist oppressive dominant ideas and practices, the level of struggle is raised. For example, academisation of LA schools is a pillar of present government policy which is part of a larger drive towards outsourcing or privatisation of public services (Kulz, 2017): Nonetheless, recently, there have been community protests against academisation, for example, a parent-teacher campaign at Waltham Holy Cross School in Essex, including a strike by the teachers, led to the academisation process being postponed (Weale, 2019; Hastings, 2019).

However, the level of struggle can be dampened by means of dominant forces hegemonising radical ideas or adopting their vocabulary so as to depoliticise them. In the Waltham Holy Cross School example, hegemonic actions would have included attempts by pro-academisation forces to present as valuing the voices of parents and teachers. Another hegemonising position, making use of the radical notion of rights, would be to argue that pupils' rights would be threatened by teachers going on strike. Elements driving towards critical community approach meet counter tendencies

restraining the application of a critical approach. Examples include political, ideological and economic ones. China Mills, as a trainer of UK practitioner EPs, argues that the context of standards agenda driven educational ideology and austerity budget cuts for schools, more emphasis on separate special education, and a rise in exclusions from mainstream and expansion of special schools, are all elements that make up the daily issues EPs face and, as LA public servants, may be expected to refrain from criticising, even promote as part of council policy. Yet these militate against the agenda of inclusion (Mills, 2017) which a CCP approach would require socio-political activity to promote.

With regard to contradictory consciousness, there were participants whose Q-sorts loaded significantly onto more than one Factor. For example, the Q-sort by participant 2, loaded onto both Factor 1 and Factor 2. Factor 1 was characterised as the one most in line with the mainstream psychology position from the model comparing the mainstream psychology and CCP positions (Chapter 1). Factor 2 was characterised as the Factor most similar to the CCP position. In loading onto both Factors, it could be conjectured that this participant, in particular, demonstrated the state of contradictory consciousness, perhaps having radical CCP ideas but not confident or knowledgeable about how to put these into practice. Her written comments were detailed above.

5.5 To answer the research question: ‘How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?’

The findings from Q-methodology Factor analysis and qualitative data indicate that EPs in the LA participant group at the time of data-gathering, found much of relevance not just within a socio-political approach but notably when presented with, often, radical CCP ideas that most were not particularly familiar with. Participant Q-sorts, or viewpoints, loading significantly onto Factor 2, with most affinity to the CCP position in Table 1, were the least confounded of the Factors. Nonetheless, even for Factor 2, individual views and dominant discourses within the participant group, still existed on continua and contained seeming contradictions. Participants wrote about both their personal socio-political commitments as well as about the fluid nature of socio-political thinking. Most declared that they did not come from a position of great familiarity with the SPCCPA and some expressed unfamiliarity with certain terminology. Thus, interest in the area and individually expressed socio-political commitment was often in the context of lack of experience or poor confidence about a SPCCPA.

5.6 Implications of the findings for EP practice

In exemplifying a SPCCPA, the campaign group Psychologists against Austerity, which later became known as Psychologists for Social Change in order to encompass a wider remit of socio-political concern than austerity alone, stated “Psychologists are often in a position to see the effects that social and economic changes have on people. We also occupy a relatively powerful position as professionals and therefore have an ethical responsibility to speak out about these effects.” (PAA, undated). Fox (2015) also argued for practitioner EPs’ need to examine their position in relation to

inevitably value-laden narratives if they are to fulfil their duty to serve the interests of CYP. Thus, there seems justification for EPs to increase their skills and knowledge with regard to the SPCCPA as was argued at the start of this thesis. However, the results of this thesis suggest, at least from the limited context of this study, that practitioner EPs and psychological colleagues, despite their interest in socio-political contexts and commitment to promoting social justice, may not be confident or skilled enough to fulfil this.

For example, few EPs or psychological practitioners in the study declared themselves to be experienced in a SPCCPA by choosing the descriptor 'Lots'. Most described themselves in terms of experience of the area as having had 'limited' experience or 'none'.

Fox (2015) suggested that low level of involvement with socio-political or CCP considerations amongst EPs might be more about a lack of knowledge of approaches or of the pressure to preserve the dominant narrative, rather than indifference to socio-political causes of suffering. This might be translated into ignorance of the processes of cultural hegemony. An implication for EP practice seems therefore to develop one's socio-political reflexivity through greater training and practice. Also, as Thompson (2007) recommends for clinical psychologists, it is likely to be important in incorporating socio-political ideas into educational psychology practice to contemplate which kind of socio-political approach they plan to incorporate. It would seem, from this study, that this would require much greater exposure to a socio-political knowledge base as part of the core training and ongoing reflexivity of LA practitioner EPs than at present.

Indeed, it was noticeable from the study that the participants whose Q-sorts loaded significantly onto Factor 1 (Mainstream psychology) described themselves as having had 'limited' experience of SPCCPA or as having had 'none'. In comparison, those loading significantly onto Factor 2 (CCP characterisation) described themselves as having had 'limited' or 'some' experience of SPCCPA (i.e. more experience). This might support a hypothesis that EP practitioners' greater exposure to SPCCP ideas leads to them being more likely to adopt them- a process of conscientisation perhaps.

5.7 Strengths, limitations and methodological issues

As a human activity occurring within a value-laden social context and therefore inevitably value-driven; and despite the quest for rigour in contributing genuinely and meaningfully to scientific knowledge, research must always be an imperfect process leaving room for improvement. This study has attempted to explore views that existed at a point in time amongst a section of the EP community, about SPCCPA in order to contribute to the development of reflexivity and, in particular, the process of conscientisation in socio-political terms. Part of this process had to be reflection on the quality of the research undertaken as now continues.

5.7.1 Strengths

As a critical realist enquiry about views, the researcher believes that Q-methodology demonstrated its appropriateness as a methodology for this study. It was a way of exposing EP practitioners to a range of ideas about the theme of the research rather than relying solely on common-sense notions of a socio-political approach. The

research was successful in revealing the objective facts, that is, social realities, or observable trends within the set of viewpoints that is the view (singular) of the participants as a whole at the time of data gathering and analysis. This was done through the resolution of three clear Factors, inclusion of the viewpoints of all participants, which demonstrated ‘commonality’ or a quality or representativeness of the participant responses. A critical consideration of this data via the context of the participants’ subjective writings about their responses and experience of the process was also possible.

It also enabled anonymous expression of potentially sensitive views of a value-laden nature. In addition, it allowed participants distance from the researcher as a colleague whose socio-political credentials were likely to be well known in the EP service and might otherwise have been a stronger element of bias in the data had the researcher conducted face to face interviews.

The participant group was also approximately representative of the make-up of the EP service as a whole demographically, for example, in covering the four geographical quadrants of the EP service, and in mirroring the gender mix of the service. It also included participants of varying levels of experience of a SPCCPA: From “none” at all to “lots” of experience, with degrees in between across a range of age-groups. It was not possible to fully explore differences in response from the perspective of EP colleagues ethnic or cultural identities since this posed too great a risk to anonymity. However, some participants chose to explore this in their written reflections which added further dimensionality to the account and was especially important in considering socio-political perspectives. Equally, anonymously gathering individual participants’ written comments about the process enhanced the richness and nuance of the subjective context of this study.

The coordination of both qualitative and quantitative aspects of the Q process can be said to provide triangulation in data gathering that qualitative or quantitative research does not provide in the same way (Watts & Stenner, 2012).

Many participants welcomed the challenge of the Q-sorting process and felt that requirement of having to prioritise many stimulus socio-political statements, many of which were viewed as relevant, led to them thinking more deeply about a SPCCPA than they had before or that they had previously felt were within the remit of EP work. Quotations are given earlier in this chapter and in appendix rr.

Validation was sought by gaining participant feedback in a follow-up session in which some participants were able to examine and comment on the findings. It was noted that the findings represented a moment in time but no concern about the validity or trustworthiness of findings was expressed.

The research process also incorporated rigour in the researcher's process of reflexivity which involved keeping a research journal, an audit trail of detailed elements of the research, and consulting at regular intervals with research peers, a research supervisor and an academic with responsibility for training psychologists with experience in the SPCCPA. There was transparency in the presentation.

The researcher was at pains to present the process of research in enough detail to enable repeatability and all the stages of analysis were explained theoretically and practically with detailed information specific to the study incorporated in the appendix for transparency.

Agostinone-Wilson (2013), in writing about Marxist-based research, as this is, highlights the need to be aware of the nature of omissions in participants' accounts. This was an important factor which the research design tried to overcome to some

extent using Q-methodology to place some distance between participants and researcher. The method also relieved them of having to express socio-political opinions overtly in front of others.

5.7.2 Limitations

In terms of the Q-sorting process, some participants felt that an improvement of the process would be in reducing the number of statements. The researcher had avoided removing statements appearing to duplicate concepts for fear of imposing her own biases on the material. The Preliminary Phase of the research had provided for international experts in a SPCCPA to suggest such pruning although none did. The process had also been tested and developed for practicability through a piloting process with practitioner EPs who were not participants. However, further rationalisation and updating of the statement set could improve the process if these materials were to be used for future SPCCP development work with EP practitioners.

Despite giving opportunities for clarification of terminology during the Q-sort process, in retrospect this may have been constrained by participants not wishing to reveal their state of knowledge. A few participants wrote about their unfamiliarity with terminology. Thus, provision of a glossary might be a useful future development. However, the process also served as an audit of participants' level of knowledge which was part of the sub-process of action research anticipated by the researcher and discussed in better detail in Chapter 3.

A further limitation in the transferability of the findings was that although the participant group achieved quite a degree of representativeness in its demographic

nature compared to the actual EP service it came from, it was nevertheless self-selecting, since EP colleagues could not be compelled to participate. This may have been obviated to some extent because some participants participated, not necessarily from a curiosity about the socio-political theme of the research, but as a means of helping out a fellow researcher. Also, curiosity about the topic of research did not preclude involvement of colleagues from differing socio-political positions.

Q is criticised for not providing generalisable data and this was the case with the current research although some transferability was present in offering a starting point for the kinds of views that can exist amongst members of an LA EP service. The research was also as important in its process of exposing colleagues to the concepts and engaging them in a dialogue. Generalisability was not intended at this stage. With regard to reliability, again this was not a core issue, since the criticality of the research process recognised the fluid, contradictory and dynamic nature of socio-political views. Participants would not necessarily be expected to make the same decisions were the process to be repeated at a different time and place.

That participants appeared to approach the process with different degrees of diligence could be an issue for validity. It was also not possible to represent all aspects of the SPCCPA despite making rigorous effort to ensure the Q-set of statements was comprehensive (Watts & Stenner, 2012). Restraints were also necessary to ensure the sorting process was practically possible for participants. There is clearly room for further development of such a Q-set within the practitioner EP profession.

5.8 Dissemination and future research

As said, the results of this study were not generalisable in a universal sense, and they were intended as a starting point for further professional development within the SPCCP area. An obvious direction for future research would be to build further on Thompson's (2007) work with TCPs in recruiting a national cohort as he did but instead with EP practitioners. However, it may be less important to discover the pattern of socio-political views amongst EPs nationally than to direct greater efforts into developing ways to engage EPs more in socio-political reflection in their work.

Initially, at least, the researcher would wish to pursue ways to work with colleagues in developing techniques to use aspects of research as the basis for developing the socio-political aspect of reflexivity and professional supervision in her own EP service in order to improve outcomes for the CYP they serve. Following on from this can be seen the potential to offer input to trainee EPs on socio-political thinking and practice in their work.

A secondary benefit of the research, and one reason for choosing the methodology, was to provide opportunities for EPs to engage with the technique of Q-methodology, not just as an appropriate way of exploring EP's views but as a flexible and responsive technique for gathering the views of the more disadvantaged as Hughes (2016) has shown it to be in promoting pupil voice; as required by the SEN Code of Practice (2014).

Having worked with colleagues in the Community Psychology Section (CPS) of the BPS and those who organise the annual UK Community Psychology Festival, during the course of this research, it has become clear that EPs are under-represented in this area compared to other psychological practitioners. Presenting this research at the

annual Festival or CPS conference could be a way to raise the profile of educational psychology within the field.

It is also planned to offer this research as a contribution to the work of the Association of EPs which publishes the journal *Educational Psychology in Practice*. Thus, there may be scope to use this study as the basis for a published journal paper. This is especially since examination of the socio-political context might be viewed as particularly germane to the AEP as a trade union for EPs, involved with the socio-political context of EPs' practice and with topical socio-political concerns, as it recently has with the debate about use of medication following diagnosis of ADHD in children.

The quantity of content relating to pressing socio-political issues in society published in the *Psychologist* magazine which is published by the BPS for professional psychologists, continues to grow- the latest issue has the socio-political title "Schooling the good citizen" so is directly about the socio-politics of educational psychology (Sutton, 2019). On the basis that it is unfeasible to attempt neutrality as a psychological professional, particularly in an age of such tumult, the researcher is optimistic that this study may be a foundation from which to assist fellow EPs in providing a possible framework for reflecting with greater confidence on what their own reaction to these big social issues should be in practice.

5.9 Conclusion

In answer to the research "How relevant do EPs consider the socio-political and CCP approach to be to the future of educational psychology?", the results from this

contextual study support the idea that EPs and fellow practitioners do find many SPCCP concepts relevant, especially those relating to the ideas such as social justice, empowerment, and individual and collective resilience building, which have often been co-opted by neoliberal interests to obtain acquiescence from those seeking more emancipatory outcomes (Agostinone-Wilson, 2013). However, there was also some prioritising of radical CCP concepts, even to the extent of the statement which challenged capitalism, in the least confounded discourse of Factor 2. Three distinctive Factors emerged which were inclusive of all participants, and successfully mapped onto the Mainstream psychology/ Mainstream community psychology/CCP model presented in Table 1.

If this research is transferable, (and it is only a small-scale study of some practitioners fairly demographically representative of one LA EP service at a moment in time), then it suggests there is a clearer, more confident discourse within a general emancipatory focus, that is able to be more critical, in line with the radical origins of CCP (Kagan et al., 2011). In this study this is represented by Factor 2. Parallel discourses related to Mainstream psychology and Mainstream community psychology, (like Factors 1 and 3, respectively), sway more practitioners but are more confounded and contradictory. These are consistent in seeking social justice but still trusting or mainly falling back on the processes of Mainstream psychology or Mainstream community psychology which can hamper emancipatory progress because they fail to counter the pressure to conform to mainstream discourses as Fox (2015) feared. Some nurture emancipatory ideas but are less confident that their professional role allows them to fully exercise this or lack critical skills to see beneath the surface appearance of dominant discourses which maintain the status-quo. Fox

(2015) doubted that EPs are not exercised by the socio-political context of distress and argued that EPs are in a good position to challenge injustice as long as they are equipped to confront the obstacles of reactionary dominant narratives. Barriers to using a socio-political and CCP approach in practice, as found both in Thompson's research (2007) and in this study, were not just pragmatic but, I would argue, about lack of political confidence (feeling pressured by the dominant narrative to conform; Fox, *ibid.*) or knowledge of more liberatory socio-political techniques, and inexperience of less mainstream ways to challenge the ideological status-quo such as through collective campaign work such as with that of Psychologists for Social Change or trade-union activism beyond simple protection of single professional interests to a broader socio-political activism akin to the NEU's³⁸ anti-racist work (NEU, 2019).

Kidner (2001, and as cited in Thompson (2007) says "whether we like it or not, psychology, like any other discipline, contains an implicit political ideology; and silence or denial of our involvement is no less a political act than an explicit political action" (p.178). However, Thompson (2007) refers to "the luxury of working socio-politically" (p. 82). It is the researcher's premise that, as referred to in the introduction and building on Fox (2015), working socio-politically, far from being a luxury, is a necessity if EPs are to remain true to an emancipatory intention. Indeed, as Thompson (*ibid.*) goes on to say, "psychological history suggests there are dangers in claiming the discipline has no political role" (p.84); he continues by giving examples in the involvement of psychologists under the Nazis and under Apartheid

³⁸The National Education Union was recently formed from the amalgamation of the National Union of Teachers and the Association of Teachers & Lecturers.

rule in South Africa. One might add for the purposes of emphasising educational psychology in this study, that the original UK EP Cyril Burt was not alone amongst respected establishment figures in being an open eugenicist and believed that this had good scientific evidence (Williams et al., 2017). Thus, science has the potential to be both progressive and emancipatory, as well as to prop up immoral systems and psychologists need to be as wise to this as possible (Agostinone-Wilson, 2011).

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Appendix a.

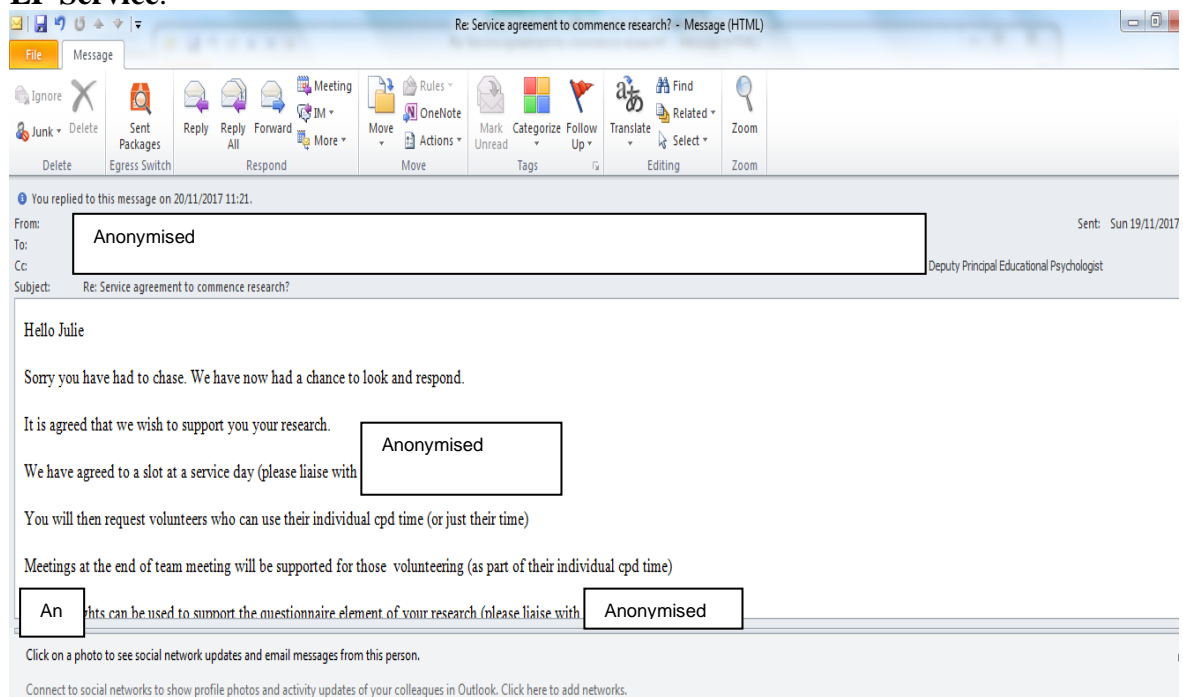
Evidence of approval for research to commence.

Researcher: Julie Chase, Educational Psychologist, Professional Doctorate in Child and Educational Psychology, M5, The Tavistock and Portman NHS Trust.

Research Title:

‘You’re either part of the solution or you’re part of the problem’: Exploring practitioners’ view of a socio-political approach within a local authority educational psychology service.

1. Print screen of original approval email from Principal EP of Local Authority EP Service:



Re: Service agreement to commence research? - Message (HTML)

You replied to this message on 20/11/2017 11:21.

From: Anonymised
To: Anonymised
Cc: Deputy Principal Educational Psychologist
Subject: Re: Service agreement to commence research?

Sent: Sun 19/11/2017

Hello Julie

Sorry you have had to chase. We have now had a chance to look and respond.

It is agreed that we wish to support you your research.

We have agreed to a slot at a service day (please liaise with [Anonymised])

You will then request volunteers who can use their individual cpd time (or just their time)

Meetings at the end of team meeting will be supported for those volunteering (as part of their individual cpd time)

An [Anonymised] insights can be used to support the questionnaire element of your research (please liaise with [Anonymised])

Click on a photo to see social network updates and email messages from this person.

Connect to social networks to show profile photos and activity updates of your colleagues in Outlook. Click here to add networks.

“Hello Julie

Sorry you have had to chase. We have now had a chance to look and respond.

It is agreed that we wish to support you your research.

We have agreed to a slot at a service day (please liaise with *(Anonymised)*)

You will then request volunteers who can use their individual CPD time (or just their time)

Meetings at the end of team meeting will be supported for those volunteering (as part of their individual CPD time)

(Anonymised) Insights can be used to support the questionnaire element of your research (please liaise with *(Anonymised)*)

If a webinar might prove more helpful rather than 4 meetings in different bases we can look to support you with that too. (Please liaise with me)

Please copy me and the DPEPs in as you proceed and we will support you.

I hope this is helpful.

Regards

Principal EP -*Anonymised*” [Text taken from screen shot above with some content anonymised (*Anonymised*) for confidentiality purposes.]

2. Letter confirming ethical approval for research from the Tavistock & Portman NHS Trust Research Ethics Committee

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2548
Fax: 020 7447 3837
www.tavi-port.org

Julie Chase

By Email

16.04.2018

Re: Research Ethics Application

Title: "You're either part of the solution or you're part of the problem": Exploring practitioners' views of a socio-political approach within a local authority educational psychology service.

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,



Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: pjeram@tavi-Port.nhs.uk

cc. Course Lead, Course Administrator

Appendix b.

Information and Consent statement for Preliminary Phase online survey

You are being invited to participate in a research study titled: 'You're either part of the solution or you're part of the problem': Exploring practitioners' views of a socio-political approach within a local authority educational psychology service. This study is being done by Julie Chase from the Tavistock and Portman NHS Trust Professional Doctorate in Child and Educational Psychology.

The purpose of this research study is to engage EPs in considering statements about ideas from critical community psychology. I need psychologists from the Community Psychology Section to evaluate the statements before presenting them to EPs, and it will take you approximately 45 minutes to complete. Your participation in this study is entirely voluntary and you have the right to have your unprocessed data deleted from the study if you later decide to withdraw. You do not have to answer any questions you do not want to.

I believe that there are unlikely to be risks associated with this research study; however, as with any online related activity the risk of a breach is always possible. To the best of my ability your participation in this study will remain confidential, and only anonymised data will be published. I will minimise any risks by holding exported data from the survey under password protection and only accessible by me as the researcher.

IMPORTANT: By clicking on the NEXT button at the bottom of this page (which takes you into the survey), you are giving your consent to participate in this online survey based on the above terms and conditions.



Appendix c.

Qualtrics rubric & questionnaire data from Preliminary Phase

(Excluding pseudonyms created to protect anonymity)

Default Report

Preliminary Phase involving e.g. CPS members for research entitled: 'You're either part of the s

May 4th 2018, 10:45 am MDT

Consent - Consent statement for preliminary phase online survey. You are being invited to participate in a research study titled: 'You're either part of the solution or you're part of the problem': Exploring practitioners' views of a socio-political approach within a local authority educational psychology service. This study is being conducted by educational psychologist Julie Chase from the Tavistock and Portman NHS Trust Professional Doctorate in Child and Educational Psychology. The ultimate purpose of this research study is to engage EPs in considering statements about ideas from critical community psychology. I need psychologists e.g. from the Community Psychology Section to evaluate the statements before presenting them to EPs, and it will take you approximately 45 minutes to complete. Your participation in this study is entirely voluntary and you have the right to have your unprocessed data deleted from the study if you later decide to withdraw. You do not have to answer any questions you do not want to. I believe that there are unlikely to be risks associated with this research study; however, as with any online related activity the risk of a breach is always possible. To the best of my ability your participation in this study will remain confidential, and only anonymised data will be published. I will minimise any risks by holding exported data from the survey under password protection and only accessible by me as the researcher.

#	Answer	%	Count
1	Yes, I consent	100.00%	33
2	No, I do not consent	0.00%	0
	Total	100%	33

I.D. - Please enter your birthday (dd/mm) followed by a memorable word or phrase. This will be used to identify your data should you choose to withdraw from the study. Please make a note of it separately. For example: 0407flower

Occupation - Which branch of applied psychology do you work in? e.g. Clinical psychology, Educational psychology etc.

educational psychology

Social/Legal/Critical

educational psychology

educational

health and community

Clinical and community psychology

Educational

Educational

Educational and Counselling psychology (I have both registrations)

educational psychology

psychotherapist / EP

educational and community

community psychology

health psychology

Counselling psychology

Community psychology. professional: counselling psychology

educational psychology

Educational Psychology

clinical

Clinical

Educational psychology

Clinical psychology

Clinical and academic psychology

Clinical

Educational

Educational psychology

ed psych

Clinical psychology

Educational Psychology

EP

educational psychology

How long have you been working using community psychology or critical community psychology ideas?

25 years

35 years

10

19 years

18

10 years

20 years

10

29 years

Depends upon your definition of these terms - in my terms, 30 years

6

10

13

8 years

6

30 years

40 years or so

5 years

30 years

2years

4 years

10 years

Since about 2003

7 years
15 years
10 years
I trained in 1987
5 years
20 years
13 yrs
10 years

Questions#1 – Context: The statements below were created ten years ago, in 2007, by Miles Thompson for his research... - Still relevant in the current context of critical community psychology?

#	Question	Yes	No	Don't know	Prefer not to answer	Total
1	1. Working towards a just world	100.00%	30	0.00%	0	30
2	2. Collaborating with other social movements who are working towards a just world	96.67%	29	0.00%	0	30
3	3. Identifying and working against oppression in all forms	96.55%	28	0.00%	0	29
4	4. Acknowledging that much human suffering is a result of injustice	93.10%	27	0.00%	0	29
5	5. Working with the poor, marginalised, oppressed and disadvantaged	100.00%	28	0.00%	0	28
6	6. Reflecting on and responding to criticisms of psychology (in all its forms)	79.31%	23	3.45%	1	29
7	7. Bringing a sense of social responsibility to psychology's work	100.00%	29	0.00%	0	29
8	8. Acknowledging that psychology needs to do more to bring about a just world	100.00%	29	0.00%	0	29
9	9. Acknowledging that psychology's current position perpetuates social injustice	86.21%	25	3.45%	1	29

10	10. Recognising the explicitly political nature of psychological work	96.55%	28	3.45%	1	0.00%	0	0.00%	0	29
11	11. Working collaboratively and forming partnerships with others (i.e. working 'alongside of ' not just 'on behalf of')	96.55%	28	3.45%	1	0.00%	0	0.00%	0	29
12	12. Drawing on the skills, knowledge and expertise held by individuals and communities	96.55%	28	0.00%	0	0.00%	0	3.45%	1	29
13	13. "Giving psychology away" by sharing psychological knowledge with others	93.10%	27	3.45%	1	0.00%	0	3.45%	1	29
14	14. Recognising that professionals are not the only people who hold expertise	93.10%	27	3.45%	1	0.00%	0	3.45%	1	29
15	15. Promoting individual and collective resilience	93.10%	27	3.45%	1	3.45%	1	0.00%	0	29
16	16. A focus on social and collective action as opposed to purely academic or philosophical discussion	93.10%	27	6.90%	2	0.00%	0	0.00%	0	29
17	17. Working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent and fundamental change than can be achieved by working with one person or one problem at a time)	96.55%	28	0.00%	0	0.00%	0	3.45%	1	29
18	18. Aiding conscientization (1) (i.e. where the oppressed develop an awareness and understanding of the nature of their oppressing circumstances)	89.66%	26	0.00%	0	6.90%	2	3.45%	1	29
19	19. Aiding conscientization (2) (i.e. where oppressors develop an awareness and understanding of how they contribute towards oppression)	89.66%	26	0.00%	0	6.90%	2	3.45%	1	29
20	20. Promoting praxis (i.e. the integration of critical research, reflection and action (the combination of all three elements –	96.55%	28	0.00%	0	3.45%	1	0.00%	0	29

	not just researching without acting, or acting without reflecting))									
21	21. Promoting social justice (i.e. the fair and equitable allocation of bargaining power, resources, and burdens in society)	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
22	22. Promoting empowerment (i.e. a process by which people gain increasing control over their lives and circumstances)	96.55%	28	0.00%	0	3.45%	1	0.00%	0	29
23	23. Working outside of the accommodationist paradigm (i.e. accommodationist practice accepts injustice believing change is outside of its remit of legitimate work)	96.55%	28	0.00%	0	0.00%	0	3.45%	1	29
24	24. Challenging the dominance of medical / psychiatric conceptualisations of distress	96.43%	27	0.00%	0	3.57%	1	0.00%	0	28
25	25. Awareness, monitoring and management of the uses and abuses of power within therapeutic* settings (*or practice)	89.66%	26	3.45%	1	6.90%	2	0.00%	0	29
26	26. Awareness, monitoring and management of the uses and abuses of power outside of therapeutic* settings (*or practice)	89.66%	26	3.45%	1	6.90%	2	0.00%	0	29
27	27. Working at the micro or personal level (i.e. with individuals)	82.76%	24	10.34%	3	3.45%	1	3.45%	1	29
28	28. Working at the meso or relational level (i.e. with families, schools, workplaces)	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
29	29. Working at the macro or collective level (i.e. with communities and society)	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
30	30. Understanding problems from an individual perspective	86.21%	25	3.45%	1	6.90%	2	3.45%	1	29

31	31. Understanding problems from a community perspective	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
32	32. understanding problems from a national perspective	96.55%	28	0.00%	0	3.45%	1	0.00%	0	29
33	33. Understanding problems from a global perspective	96.55%	28	0.00%	0	3.45%	1	0.00%	0	29
34	34. Acknowledging and understanding the impact of political factors on suffering* (*or experience)	96.55%	28	3.45%	1	0.00%	0	0.00%	0	29
35	35. Acknowledging and understanding the impact of sociological factors on suffering* (*or experience)	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
36	36. Acknowledging and understanding the impact of economic factors on suffering* (*or experience)	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
37	37. Acknowledging and understanding the impact of cultural factors on suffering* (*or experience)	100.00%	28	0.00%	0	0.00%	0	0.00%	0	28
38	38. Acknowledging and understanding the impact of environmental factors on suffering* (*or experience)	96.55%	28	3.45%	1	0.00%	0	0.00%	0	29
39	39. Acknowledging and understanding the impact of religious / spiritual factors on suffering* (*or experience)	96.55%	28	0.00%	0	3.45%	1	0.00%	0	29
40	40. Challenging governments and other institutions that perpetuate social injustice	100.00%	29	0.00%	0	0.00%	0	0.00%	0	29
41	41. Challenging the purpose and prevalence of globalisation in contemporary society	75.86%	22	10.34%	3	13.79%	4	0.00%	0	29
42	42. Challenging the purpose and prevalence of capitalism in contemporary society	93.10%	27	3.45%	1	3.45%	1	0.00%	0	29
43	43. Challenging the purpose and prevalence of individualism in contemporary society	96.55%	28	3.45%	1	0.00%	0	0.00%	0	29

Questions#2 – Context: The statements below were created ten years ago, in 2005, by Miles Thompson for his (2007) research... - Any other comments about the statement?

1. Working towards a just world -

Seems a forlorn hope in a Trump and post Brexit world

More relevant than ever!

"just" is a value statement that is as ambiguous as it is culturally biased - it needs to be operationalised. Do you mean socially just, economically just etc.

2. Collaborating with other social movements who are working towards a just world -

I am not sure about "movements" - I think we work with other organisations.

3. Identifying and working against oppression in all forms -

In all forms?

Yes I think this is highly relevant, particularly the need to take positive action against oppression rather than just ensuring lack of discrimination. I think this requires more training and insight though as many forms of modern oppression are well hidden

4. Acknowledging that much human suffering is a result of injustice -

Perhaps 'societal' injustice?

This statement belies what is meant by injustice and understanding from where it arises

5. Working with the poor, marginalised, oppressed and disadvantaged -

Yes, but working across all communities, with a focus on the poor ... etc.

6. Reflecting on and responding to criticisms of psychology (in all its forms) -

Not clear what 'responding to' means here.

Thinking critically about psychology is part of this

I cannot imagine what this means

I suppose I would say yes if it was a true critical reflection e.g. accepting the damage that psychology has and continues to do to marginalised groups of people

7. Bringing a sense of social responsibility to psychology's work -

Not only 'bringing a sense' but also 'foregrounding'

8. Acknowledging that psychology needs to do more to bring about a just world -

Certainly more about this in the 'Psychologist' of late which is v welcome

See Q1

But assumes there is consensus about what a just world would look like

9. Acknowledging that psychology's current position perpetuates social injustice -

Has potential to rather than does

This is country/Eurocentric specific and is a result of training courses.

This is too broad to answer

There are many injustices that have nothing to do with psychology

10. Recognising the explicitly political nature of psychological work -

As a trainer I'm not sure all new entrants are v aware of this

11. Working collaboratively and forming partnerships with others (i.e. work... - No responses

12. Drawing on the skills, knowledge and expertise held by individuals and communities -

Unsure about use of the word expertise

13. "*Giving psychology away*" by sharing psychological knowledge with others -

Agree in principle but need to be careful - can backfire at times

But not just any old others....

I prefer a perspective on this which goes beyond sharing knowledge: we should share tools and resources

Poorly stated question (even in italics).

14. Recognising that professionals are not the only people who hold expertise -

Don't like the word expertise

Psychologists enact varieties of expertise. So too do people as the experts in their own lives. It's not either/or.

15. Promoting individual and collective resilience -

This is rather more tricky because it risks making the individual responsible for something much more interactive

And environmental

16. A focus on social and collective action as opposed to purely academic or philosophical discussion -

It can be both

But both are needed

Again, this isn't an either/or proposition.

17. Working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent and fundamental change than can be achieved by working with one person or one problem at a time) -

I prefer this to resilience above as resilience implies helping people to cope better with their adversities rather than change them

Both need to happen

But there is a place for ameliorative interventions which, combined can be transformative. This statement is probably unachievable

18. Aiding conscientization (1) (i.e. where the oppressed develop an awareness and understanding of the nature of their oppressing circumstances) -

"oppressed" needs to be operationalised - ambiguous, value-laden and culturally biased.

But needs a thorough understanding of this process and its politicising goals

19. Aiding conscientization (2) (i.e. where oppressors develop an awareness and understanding of how they contribute towards oppression) -

Too overarching. Who are the oppressors if not everyone

Particularly EPs!

20. Promoting praxis (i.e. the integration of critical research, reflection and action (the combination of all three elements – not just researching without acting, or acting without reflecting)) -

This is not unique to CCP.

Core

21. Promoting social justice (i.e. the fair and equitable allocation of bargaining power, resources, and burdens in society) - No responses

22. Promoting empowerment (i.e. a process by which people gain increasing control over their lives and circumstances) -

Empowerment is a tricky term, because again it's interactive rather than being a 'quality' of individuals

But not at an individual level

23. Working outside of the accommodationist paradigm (i.e. accommodationist practice accepts injustice believing change is outside of its remit of legitimate work) - No responses

24. Challenging the dominance of medical / psychiatric conceptualisations of distress -

This is not unique to CPP

Yes but critical community psychology goes way beyond psychological distress

25. Awareness, monitoring and management of the uses and abuses of power within therapeutic* settings (*or practice) -

Not unique to CPP

A laudable aim. But not enough. Not just in therapeutic settings or practice but in all settings

26. Awareness, monitoring and management of the uses and abuses of power outside of therapeutic* settings (*or practice) -

Not unique to CPP

27. Working at the micro or personal level (i.e. with individuals) -

Not crucial

This needs to be more carefully phrased, because yes one might work at the micro-level, but always with a focus on the bigger picture

Psychological paid work is often organised with individuals as the starting point. This work should not be dismissed but is not the level at which social change can take place

From a Comm Psych perspective - formulating collaboratively at a systems / ecological level and paying attention to narratives

28. Working at the meso or relational level (i.e. with families, schools, workplaces) -

A much more effective way of working but requires different skill and knowledge sets

29. Working at the macro or collective level (i.e. with communities and society) -

May be less opportunities for psychologists to do this but it's important

How exactly are psychologists to work with society?

30. Understanding problems from an individual perspective -

As for no 27

31. Understanding problems from a community perspective — No responses

32. understanding problems from a national perspective -

Hard to fit in current sphere of influence

33. Understanding problems from a global perspective -

All of these questions suggest one level alone. The need is for systemic thinking and for understanding the interconnections of all of these levels. Family perspective is missing.

I'd say more so community, national and global - so much emphasis on individual - the scales need rebalancing

Even harder!

34. Acknowledging and understanding the impact of political factors on suffering* (*or experience) -

I prefer to avoid the word 'suffering', since it immediately victimises

Experience is the important word, not restricted to suffering

35. Acknowledging and understanding the impact of sociological factors on suffering* (*or experience) -

As above

36. Acknowledging and understanding the impact of economic factors on suffering* (*or experience) -

As above

37. Acknowledging and understanding the impact of cultural factors on suffering* (*or experience) -

As above

38. Acknowledging and understanding the impact of environmental factors on suffering* (*or experience) -

As above

Again, all of these and their interconnections are what is important, not any one alone

Particularly as our environment and the natural world deteriorates

39. Acknowledging and understanding the impact of religious / spiritual factors on suffering* (*or experience) -

As above

This is often ignored in EP work - I find narrative practice excellent space to discuss these topics

40. Challenging governments and other institutions that perpetuate social injustice -

How exactly? This kind of statement not particularly useful without some indication eg policy analysis, participation in political processes etc.

41. Challenging the purpose and prevalence of globalisation in contemporary society -

Depends on definitions

Hmmm, this seems an over-reach - rather it's about 'think global, act local'

Challenging who and where see above

42. Challenging the purpose and prevalence of capitalism in contemporary society -

More about the nature of capitalism and how it determines peoples' life experiences and the choices and decisions they make. Who is to be challenged and how?

43. Challenging the purpose and prevalence of individualism in contemporary society -

But as above

If you feel there are important statements missing from those above please suggest what these could be in the box below:

Just wondering why it's necessary to re-think these. What's changed since then?

A lot of the statements fit well within an eco-systemic approach which also recognises the importance of individual characteristics and their interaction with the environment

The statements sound very academic and valued-laded rooted in a Eurocentric and traditional model of psychology and community psychology. Statements need to tease out differences in formulation (i.e. how problems are framed), differences in the focus of assessment practice, intervention and feedback (i.e. strengths-based vs deficit based) practice and a genuine understanding of participation against the current political backdrop of co-design/co-production; it is important to operationalise some statements so that services/training courses who purport to operate a community psychology service/course are held accountable for key outcomes around inclusion, access and equity to services, particularly around gender and ethnicity equity and educational outcomes.

Understand the ways in which economic arrangements determine people's behaviour and threaten the environment work to rectify historical and cultural oppression and inequality work in solidarity with other anti-oppressive movements and those working to achieve greater social justice understand and work with asset based approaches to community engagement and social solidarity ..I could go on....

Probably not - in that they are potentially subsumed under other statements. For example, I was thinking of the work on cognitive scarcity and how the UK and other governments uses the effects of poverty to pathologies and scapegoat rather than understanding the cognitive impact on problem solving of poverty.

Co-production has been a term used more recently to present an equally shared approach between practitioners and users. I think this is a form of collaboration rather than something entirely new or different.

Holding ourselves and colleagues to account

Pretty comprehensive. Might say something about the importance of a critical perspective in training - and reference to some of the excellent easily understood books on the subject. I don't see much and it is a surprise to me how many EPs are unaware. I wonder if it is because critical psychology is embedded in a language that is so off-putting for many,

Working at a policy level and influencing social policy....may already be indirectly covered but I feel we need to be more explicit about this.

Not so much 'important statements' but the way in which the statements are posed. Binary options shut down possibilities. Either/or propositions are a common example.

Appendix d.

Debriefing form for online survey Preliminary Phase participants:

Thanks for taking part in this survey.

Researcher: Julie Chase

- **What are the aims of the study?** For community psychologists to evaluate statements about critical community psychology in order to update them so they can later be rated by educational psychologists for the second part of the research
- **What if I have any questions about the study that I would like to ask now?**

Email: julie.chase@xxxxx.gov

- **How can I contact the researcher if I have any further questions or if, for any reason, I wish to withdraw my data once I have left?**

Email: julie.chase@xxxxx.gov

- **Can I obtain a summary of the results of the study?**

To obtain details of the results contact the researcher at julie.chase@xxxxx.gov.uk although it is planned to present results at the next UK Community Psychology Festival in 2018.

- **This study has raised personal issues that I am not comfortable discussing with the researcher now – what should I do?**

If you feel you have been adversely affected by taking part in this study, and would like to speak to an independent support service you are advised to seek help from:

The Samaritans: <https://www.samaritans.org> Tel:116123 24 hours a day, 365 days a year. If you need a response immediately, it's best to phone. This number is FREE to call. You don't have to be suicidal to call.

- **I have concerns about this study, or the way in which it was conducted who should I contact?**

Dr. Rachael Green, Academic Tutor and Research Supervisor, Professional Doctorate in Child and Educational Psychology (M5), The Tavistock & Portman NHS Trust.

RGreen@Tavi-Port.nhs.uk

In the first instance you should contact the supervisor of the project using the contact information provided above. If your concerns are not dealt with then you can contact: Simon Carrington, Head of Academic Governance and Quality Assurance by emailing academicquality@tavi-port.nhs.uk

Appendix e.

Research Participant Information (Main Phase).

Research Title: ‘You’re either part of the solution or you’re part of the problem’: Exploring practitioners’ views of a socio-political approach within a local authority educational psychology service.

Name of Researcher: Julie Chase: Chartered Psychologist (Professional Doctorate in Child and Educational Psychology (M5) DEdChPsych, intended completion 2018), The Tavistock and Portman NHS Trust.

What is the research about?

Part of my Professional Doctorate in Child and Educational Psychology (M5) at the Tavistock and Portman NHS Trust is to carry out a piece of research. My research will aim to explore the views of main grade, senior specialist and senior management team educational psychologists (EPs) in our service, as well as those of Trainee and Assistant EPs about the ideas, values and concepts of a socio-political approach derived from critical community psychology (CCP). By obtaining EPs viewpoints I hope that my research will provide a starting point for the development of the socio-political approach for us as reflexive practitioners in our service.

As well as gaining formal permission from our Service procedures through Principal EP Ros Somerville and the Senior Leadership Team, this research will have ethical approval from the Tavistock and Portman NHS Trust Research Ethics Committee (TREC) (see the contact details at the end of the information Sheet).

Why have I been asked to be a participant?

You have been asked to take part as one of the 16- 20 participants in this research because you are a member of this Educational Psychology Service and represent some section of our workforce be it as a Main Grade EP, a Senior Specialist EP, a member of the Senior Leadership Team, a Trainee EP, or an Assistant EP. In addition, you will be asked to complete a confidential questionnaire giving information about your demographic profile including aspects such as age, gender, sexuality, ethnicity, etc., in order to support the analysis of research results. It is intended that the final group of participants will represent practitioners in our Service as broadly as possible. I am interested in your views about socio-political ideas, values and concepts in relation to you as an educational psychology practitioner and how views on this are shared or related across our organisation.

Participation in this research is voluntary and before you decide if you would like to take part, please read this information sheet carefully. If you have any questions feel free to contact me (details below). Should you decide to take part you are free to decline to answer any questions, and also you can withdraw from the research without giving a reason, prior notice and without detriment to yourself.

What does the research involve?

You will be asked to complete an activity called a Q sort, which involves reading some statements on cards and placing them on a grid, depending on how much you believe the statements are relevant to the future of educational psychology as you understand it. The statements will be about socio-political views, idea and concepts, for example: *"Bringing a sense of social responsibility to psychology's work."* If you believed this statement to be highly relevant you would place it on one side of the grid, and if you believed this statement to be highly irrelevant you would place it on the other side of the grid. The activity would involve reading about 43 statements similar to the example above. In addition I will ask you a few short follow up questions about your experience of the Q-sorting activity and record some information about you, for example your job title and gender. You will also be invited to comment further about the statements you have rated. The Q sort activity and follow up process should take around an hour to complete. I will visit your work base, or other meeting place if you prefer, at a date and time to suit your convenience.

Will I get anything for taking part?

You will not receive any financial or other benefits for taking part in this research. It is intended, however, that the research will contribute to professional development within the Service by providing a starting framework for socio-political aspects of reflexive practice and in the opportunity to be involved in the Q methodology process as a particular research technique. Refusal to participate will not result in any discrimination or penalty.

What happens to the information I've given?

All data from participants will be confidential, and stored safely with password protection so that it will not be accessible to those other than the researcher. For anonymity you will have the opportunity to make up your own code word so that your name will not be identifiable directly through your Q-sort or your responses to questions. The information you give me will be written up in a thesis, stored in the Tavistock and Portman NHS Trust library and online and may be published. When writing up I will anonymise participants and their personal details to the best of my endeavours. **NB: However, please be aware, that the relatively small sample size, in limiting the demand on time from colleagues as a whole, will also limit the degree of anonymity possible, especially where participants represent a smaller demographic cohort within the service.**

Will I be recorded?

No audio or video recording equipment will be used during the Q-sort or follow up process. Your Q sort, as a pattern of numbers (according to how you arranged the numbered statements) will be scanned and stored under password protection. The original record sheet will be securely shredded. Your qualitative evaluation sheet will be treated in the same way.

What if I have a complaint?

If you are concerned about any part of the research and would like to complain about it, you should contact my research supervisor. Her contact details and my details are as follows:

Dr Rachael Green (Academic Tutor and Research Supervisor),
 Professional Doctorate in Child and Educational Psychology (M5),
 The Tavistock and Portman NHS Trust, The Tavistock Centre, 120 Belsize Lane, London
 NW3 5BA

rgreen@tavi-port.nhs.uk

Tel: 020 7435 7111

Concerns about the conduct of the researcher or any other aspect of this research project, they should be reported to Simon Carrington, Head of Academic Governance and Quality Assurance, address as above. (academicquality@tavi-port.nhs.uk)

Julie Chase (Researcher), Chartered Psychologist,
 (Anonymised) Educational Psychology Service,

XX

julie.chase@xxxxx.gov.uk

03330 xxxxxx

(The format and wording of this information sheet is adapted from the following sources:
 Plummer, C. (2012); Thompson, M. (2007).

Appendix f.

PARTICIPANT CONSENT FORM (Main Phase).

Researcher: Julie Chase, Educational Psychologist, xxxxxxxx Educational Psychology Service

Research Title:

‘You’re either part of the solution or you’re part of the problem’: Exploring practitioners’ views of a socio-political approach within a local authority educational psychology service.

Participant's Name: _____

Participant Identification Number/pseudonym for this research project: _____

- I confirm that I have read and understood the participant information sheet explaining the above research project and I have had sufficient opportunity to ask questions about it.
- I understand that my *participation* is voluntary and that I am free to withdraw consent and/or unprocessed data previously supplied at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.
- I understand that *my responses* will be kept strictly confidential. I understand that *my name* will not be linked with the research materials and will not be identified or identifiable in any writing up or presentations resulting from the research.
- I understand that *my responses* will be treated anonymously. I understand that *my name* will not be linked with the research materials and will not be identified or identifiable in any writing up or presentations resulting from the research. However, I accept that, despite the earnest endeavours of the researcher to protect participants, owing to the relatively small size of the sample, gathered within one organisation, there may be limitations to genuine anonymity.
- Data security: I understand that this consent form, once signed, will be scanned and the paper copy destroyed. The scanned consent form including my personally designed pseudonym will be securely stored under password protection only accessible to the researcher subject to legal limitations (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions).
- I agree *to take part* in the above research project

Name of Participant:

Signature: Date

Name of person taking consent:

Signature: Date.....

Appendix g.

Most irrelevant	Strongly irrelevant	Irrelevant	Moderately irrelevant	Somewhat irrelevant	Neutral	Somewhat relevant	Moderately relevant	Relevant	Strongly relevant	Most relevant
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
(1)										(1)
	(2)								(2)	
		(4)							(4)	
			(5)				(5)			
				(6)		(6)				
					(7)					

Q methodology Grid (Main Phase of research³⁹).

43 statement Q-sorting grid for recording how each participant arranges the numbered statements (Following receipt of expert feedback on the CCP statements at Phase 1 of the research the statements were extended to 51 and the grid adapted accordingly).

³⁹ Note that this grid was later adapted to incorporate 51 statements in all following updating in the Preliminary Phase of the research.

Appendix h.

Participant debriefing (Main Phase)

Research title: *'You're either part of the solution or you're part of the problem': Exploring practitioners' views of a socio-political approach within a local authority educational psychology service.*

Researcher: Julie Chase, Educational Psychologist, xxxxxxx Educational Psychology Service

Thank you very much for participating in my research today. I hope that you found the experience interesting and professionally useful.

NB: Socio-political issues can be quite 'emotionally laden' (Fox, 2015, p. 394). Should you find yourself emotionally or psychologically affected by the procedure, please contact either me, your Deputy Principal EP, or your supervisory EP, for support to resolve your difficulty. Alternatively, you may self-refer to the confidential xxxxx County Council staff counselling service by calling 03330 xxxxxxx Option 3 (xCC) or alternatively complete the referral form on the xxxxx Intranet http://intranet.xxxxx.gov.uk/Pages/Counselling_service.aspx and email it to counselling@xxxxx.gov.uk.

If your queries about the research have not been satisfactorily answered following our work together today, please do not hesitate to contact me by email (julie.chase@xxxxx.gov.uk) or by telephone (03330 xxxxxxx).

The aim of my research is to explore the landscape of shared viewpoints of educational psychologists (EPs), Trainee EPs and Assistant EPs and in our EP Service, about the socio-political approach as espoused by critical educational psychologists (e.g. Vassallo, 2017; Williams, Billington, Goodley, and Corcoran, 2017) and to consider what this means for our practice. Critical educational psychology is intertwined with community psychology's concern with social values as well as with critical psychology's interrogation of the ideological and, arguably individualistic, underpinnings of Western Capitalist society that psychology has grown from (Kagan et al, 2011).

My research arises from debates about how psychology relates to society, and in whose interest. It examines EPs' views (rather than those of other applied psychologists), within one authority, as a contribution to examining if it is ethically possible or desirable to practice without confronting socio-economic and political realities. The research employs Thompson's (2007) paper on the views of Trainee Clinical Psychologists, as a model, with adaptations for educational psychology. Miles Thompson started by assembling ideas from experts in critical community psychology to produce a set of statements representative of critical community psychology ideas, views and concepts. Seeking permission from several clinical psychology services, he then asked Trainee Clinical Psychologists to rate the statements based on how relevant they thought they were 'to the future of clinical psychology as they understood it'

(between '1.Very relevant', and '5.Very irrelevant'). Thompson also sought qualitative input from the Trainees about their rating experience.

Thompson (2007) explained that his interest in the research stemmed from the seeming lack of reference to socio-political perspectives within clinical psychology in the UK and his own conviction about the place of this thinking as a practitioner in clinical psychology. He quotes the following to illustrate his position:

'For any psychologist committed to the humanitarian values embedded within psychology, the challenge is, first, to engage in critical reflection of their own professional and personal biases which serve the social order, and which contribute to the perpetration of abuses of power and the maintenance of social inequalities'.

(Patel, 2003, p.16).

My own motivation for conducting research in this area within our Service is similar. Mark Fox, amongst others, explored the idea of EPs reflecting on the socio-political context. For example, he presents the (then) Children and Families Bill (2014) as an opportunity 'to shift the discourse around the position of the EP' but describes how the Bill (now Act) does not acknowledge disadvantages of gender, race, class or the socio-economic contexts in which schools and families operate. He describes EPs as especially well placed to challenge the elements of systems that promote inequality but notes that American studies suggest 'EPs have had difficulties in articulating their involvement in policy and organisational change in a way that they feel empowered' and 'do not see, let alone feel, the need to change the status quo or correct the damaging effects of prejudice and oppressive practices, policies, and systems'. He asks if this is true for EPs in the United Kingdom or whether we do not know how to respond to unjust practice (Fox, 2015). This I took as a springboard for my research.

I did not directly follow Thompson's (2007) rating procedure but decided instead to use Q methodology for rating purposes because it is suited to the investigation of shared viewpoints within institutions. It is not *well* known in educational psychology research but has been used by some of our colleagues in pursuing doctoral research (e.g. Stollery, 2013). It also has a well-established precedent in research by Trainee EPs on the University of Sheffield's course (<https://www.sheffield.ac.uk/education/research/ccpe/pastp/edpsyqmethod>). For example, Carol Plummer (2012) used Q methodology to seek the views of young carers as well as professionals, including EPs, in her research.

Q methodology is a hybrid methodology using both qualitative and quantitative techniques. As you will now have experienced, participants are asked to sort numbered statements by placing them on a grid shaped like a normal distribution. Then they are asked to comment on their experience to help the researcher interpret the results. Q methodology has been characterised as a research technique adaptable for eliciting the views of participants with different needs. I am hoping we can develop it in our Service, perhaps in the area of seeking pupil views.

Your Q-sort data, derived from a hoped for 16-20 participants, will be analysed using PQMethod, Version 2.35 (Schmolck, 2015), a public domain software application, designed for Q methodology. The patterns of Q-sorted statement numbers will be entered for

intercorrelation, which produces by-person factors or shared viewpoints. (In Q methodology, participants are the variables, not the sample!)

Criteria called eigenvalues will be used to decide which factors to extract; in this case, those valued more than 1.00 (adopted from Brown, 1980).

These factors are then rotated; a process intended to make the factors easier to interpret, resulting in a number of factors which should explain a certain percentage of variance. An automated rotation method known as Varimax, (as opposed to a manual version of rotation based on researcher judgement), is proposed since this is considered appropriate for the exploratory research involved (Brown, 1993; Van Exel and de Graaf, 2005).

Then the number of Q-sorts which load significantly onto the derived factors will be found, showing those with similar patterns of sorting. A Q-sort is deemed significant (in relation to its loading upon a factor), using the statistical formula $p < 0.01 = 2.58 (1/\sqrt{\text{number of statements}})$ (Brown, 1980, Watts and Stenner, 2012).

Factor arrays present a kind of *ideal Q sort* for every factor. The factor arrays will be interpreted by looking carefully at how statements are arranged in them and with reference to your participant post-sorting comments and the information gathered about participants' demographic details and roles in the EP Service.

Finally a summary picture will be described of the landscape of shared viewpoints in our EP Service intended as a starting point for socio-political reflexive practice.

Appendix i.

Extracts from The Birmingham Manifesto and the York statement on poverty (cited in Kagan et al, 2011, p.317-18)

“The Birmingham Manifesto (Collective of Authors, 2007) posits a set of roles/identities and areas in which community psychologists can and should work. The roles encompass being citizens, ‘experts’, and workers (within any setting).

Citizens. We are all citizens and it is fundamentally in this role that we should be organising and participating in counter-systemic struggles, whether on burning excessive hydrocarbons, opposing more wars, or solidarity with progressive social movements

Experts. As psychologists we have some legitimacy and expertise. We know and can say with authority that restrictions on abortion harm women. We know and can say with authority that Britain’s asylum laws destroy family life. We don’t have to be pompous about it, just claim the expertise we can for the good of the cause.

Workers. We are workers who sell our labour power; some are only one or more pay cheques away from destitution. We should defend the interests of ourselves and of other workers world-wide using the vehicle developed for this, the trade unions. In addition to a recognition of multiple roles, the manifesto argues that community psychology activity should focus on particular arenas. The priority areas include war and imperialism, sites of counter-system resistance, action on global warming and the environment and public services: ‘If we are to survive and thrive, people and societies need to make change happen: as psychologists we must play our part’ (Collective of authors, 2007: 12). This seems difficult in an increasingly regulated and professionalised context, but in setting out a clear agenda progress seems possible.”

The York statement on poverty (UK Community Psychology Network, 2007):

“As community and critical psychologists we believe that psychologists have a fundamental responsibility to join with others to end poverty and societal inequality independent of absolute wealth, which we believe are personally and collectively destructive.

We believe mainstream psychology to be complicit with the prevailing psychologically toxic neo-liberal economic order and believe psychology has allowed itself to be used to hide systemic effects of poverty and inequality and instead position poverty as a consequence of individual psychological dysfunction.

We call for the radical transformation of psychology so that it has the resources necessary to expose the personally, collectively and socially destructive effects of poverty and inequality and the proactive deployment, with allies, of this transformed psychology to end poverty and social inequality and the exploitation, exclusion, oppression, distress and illness which results from them.” (UK Community Psychology Network, 2007). Community Psychology Network, 2007).

Appendix j.: Table: Thesaurus for key search terms

Exploring	Views of	Educational psychologists	Socio-political/ critical community psychology (CCP/socio-political)		
Investigating, Examining	perceptions of, perspectives of, attitudes of, experiences of, constructions of, feelings of, understandings of, experiences of, responses of, practices of, considerations of, interest, orientation to	None added because study excluded 'school psychologists' since these do not exist in the UK and this study was focussed on the UK. It was intended to incorporate allied roles with Educational Psychologist in the title such as Trainee Educational Psychologist.	ableism, action research, appropriation, asylum seekers austerity, benefits, bourgeois, Bronfenbrenner, capitalism, class, climate change collectivism, colonialism, commodification, competition, conscientisation, consciousness, consumerism, critical community psychology; cuts, disadvantage dominant discourse, diversity, emancipation, environment equality, ethics, eugenics, exploitation, free market, gender	globalisation, hegemony, historical, homelessness, homophobia, human rights, humanism, humanitarianism, idealism ideological hegemony, ideology, individualism Islamophobia, marginalisation, Marxism medicalisation, neoliberalism oppression participation, pathologise, policy, politics, postmodernism, poverty, power, powerlessness, praxis, liberation, prefigurative, psychologism, queer theory, racism	Radical, refugees resistance, revolution, scholar activist, sexism, sexuality, situatedness, social action, social exclusion, social justice, social change, Socialism sociocultural, sociohistoricism socio-political; solidarity, struggle, systemic terrorism, torture, trade unions, transformation, transphobia, tyranny, unemployed Vygotsky, war, working class, working poor, ZPD

Appendix k.

Screenshot showing the searches made on 24.2.19:

The screenshot shows a search history/alerts interface. At the top, there are navigation links: Basic Search, Advanced Search, and Search History. Below this is the 'Search History/Alerts' section with sub-links: Print Search History, Retrieve Searches, Retrieve Alerts, and Save Searches / Alerts. A toolbar contains buttons for 'Select / deselect all', 'Search with AND', 'Search with OR', 'Delete Searches', and 'Refresh Search Results'. The main area is a table with columns: Search ID#, Search Terms, Search Options, and Actions.

Search ID#	Search Terms	Search Options	Actions
S165	SU (educational AND psychologists) AND (view* OR perspectives OR construct* OR practice* OR respon* OR perce* OR position* OR experience* OR understand*) AND TX (ableism OR action research OR appropriation OR asylum seekers OR austerity OR benefit claimants OR bourgeois OR Bronfenbrenner OR capitalism OR working class OR climate change OR collectivism OR colonialism OR commodification OR competition OR conscientisation OR consciousness OR consumerism OR cuts OR disadvantage OR dominant dis ...	Limiters - Full Text; Peer Reviewed; Language: English Search modes - Boolean/Phrase	View Results (279) View Details Revise Search
S164	S146 OR explorat* of educational psychologists	Limiters - Full Text; Peer Reviewed Expanders - Apply equivalent subjects; Apply related words; Also search within the full text of the articles Search modes - Boolean/Phrase	View Results (23) View Details Revise Search

Where S164 was:

TI (exploring the OR investigating the) AND TI (views of OR perceptions of OR perspectives of OR attitudes of OR experiences of OR constructions of OR feelings of OR understandings of OR experiences of OR responses of OR practices of) AND TI (educational AND psychologists)

Expanders - Apply equivalent subjects; Also search within the full text of the articles

Search modes - Find all my search terms

Where S165 was:

(SU) educational AND psychologists

AND view* OR perspectives OR construct* OR practice* OR respon* OR perce* OR position* OR experience* OR understand* ableism OR action research OR appropriation OR asylum seekers OR austerity OR benefit claimants OR bourgeois OR Bronfenbrenner OR capitalism OR community psychology OR critical community psychology OR critical psychology OR socio-political OR working class OR climate change OR collectivism OR colonialism OR commodification OR competition OR conscientisation OR consciousness OR consumerism OR cuts OR disadvantage OR dominant discourse OR emancipation OR environment OR equality OR ethics OR eugenics OR exploitation OR feminism OR free market OR gender OR globalisation OR hegemony OR historical OR homelessness OR homophobia OR human rights OR humanitarian OR idealism OR ideological OR hegemony OR ideology OR individualism OR Islamophobia OR liberation OR marginalised OR Marxism OR medicalisation OR neoliberalism OR oppression OR participation OR pathologise OR policy OR politics OR postmodernism OR poverty OR power OR politics OR diversity OR oppression OR prefigurative OR psychologism OR queer theory OR racism OR radical OR refugees OR resistance OR scholar activist OR sexism OR sexuality OR situatedness OR social action OR social exclusion OR social justice OR social change OR praxis OR Socialism OR sociocultural OR sociohistorical OR sociopolitical OR solidarity OR struggle OR systemic OR terrorism OR torture OR trade unions OR transformation OR transphobia OR tyranny OR unemployed OR Vygotsky OR war OR working class OR working poor OR zone of proximal development (All Text)

Appendix I.

Results of Search No. S164 (duplicate sources removed). (n = 21).

1	Alexander, F. C. (2017). <i>The overlapping phenomenology of autism spectrum disorder and the enduring effects of early attachment experiences: An exploration of educational psychologists' perspectives and problem analysis processes</i> . University of Birmingham. Ed. Psych. D. https://etheses.bham.ac.uk/id/eprint/7664/
2	Andrews, R. (2017). <i>Reaching for a shared understanding: Exploring the views of Educational Psychologists (EPs) and Special Educational Needs Coordinators (SENCOs) about the role of the EP in supporting mental health and psychological well-being in schools</i> . University of East London for the Professional Doctorate in Educational and Child Psychology. http://roar.uel.ac.uk/6463/1/Rachael%20Andrews%20Thesis%20Final.pdf
3	Bafra, L. T., & Kargin, T. (2009). Investigating the attitudes of elementary school teachers, school psychologists and guidance research center personnel on the process of preparing the individualized educational program and challenges faced during the related process. <i>Educational Sciences: Theory & Practice</i> , 9(4), 1959–1972.
4	Emanuel, E. (2015). <i>Exploring the perceptions of educational psychologists, additional learning needs coordinators and pupils involved in person centred reviews in one Welsh local authority</i> . Cardiff University Doctorate in Educational Psychology. http://orca.cf.ac.uk/78385/1/Final%20Thesis%20Submission%2012.10.2015%20PDF.pdf
5	Fee, J. (2012). <i>An exploration of educational psychologists' views of their role with child and adolescent mental health and psychological wellbeing</i> . University of East London Doctorate in Educational Psychology. https://orca.cf.ac.uk/104818/1/2017pricededpsy.pdf
6	Flum, H., & Kaplan, A. (2006). Exploratory orientation as an educational goal. <i>Educational Psychologist</i> , 41(2), 99–110.
7	Foreman, D. (2016). Editorial Perspective: The new Special Educational Needs and Disability Code of Practice— an opportunity for school mental health services? <i>Child & Adolescent Mental Health</i> , 21(2), 78.
8	Griffiths, S. (2017). <i>Exploring solution focused brief therapy from the perspective of the educational psychologist and young person</i> . Cardiff University Doctorate in Educational Psychology. https://orca.cf.ac.uk/104817/2/2017griffithssdedpsy.pdf
9	Hawley, G. (2018). <i>An interpretative phenomenological study exploring educational psychologists' experiences of facilitating group supervision</i> . The University of Sheffield: Thesis (D.Ed.Psy). http://etheses.whiterose.ac.uk/22042/
10	Heath, E. R. (2015). <i>Educational psychologists' work with domestic violence and abuse: Investigating the utility of a resource within casework practice</i> . A thesis submitted to the University of Birmingham for the degree of Applied Educational and Child Psychology Doctorate. https://core.ac.uk/download/pdf/33528385.pdf
11	M'Gadzah, S. H. (2011). <i>Exploring the experiences of recently qualified educational psychologists in the area of emotional intelligence and applications in practice: An interpretative phenomenological analysis</i> . Professional doctorate thesis, University of East London. http://roar.uel.ac.uk/3681/
12	Marks, C. E. (2010). <i>An exploration of educational psychologists' constructions of sexuality and the implications for practice</i> . A thesis submitted to The University of Birmingham for the Degree of Doctor of Applied Educational and Child Psychology. https://core.ac.uk/download/pdf/76362.pdf
13	McGuiggan, C. (2017). <i>Stepping over the boundary: An exploration of educational psychologists' work with families</i> . Thesis is submitted to Cardiff University for the Degree of Doctorate in Educational Psychology. http://orca.cf.ac.uk/104534/1/2017mcguiggandedpsy.pdf
14	O'Farrell, P., & Kinsella, W. (2018). Research exploring parents', teachers' and educational psychologists' perceptions of consultation in a changing Irish context. <i>Educational Psychology in Practice</i> , 34(3), 315–328.
15	Osborn, M. (2013). <i>Exploring perceptions of school through negative school experience: What can Educational Psychologists learn? An interpretative phenomenological study with young mothers of pre-school children</i> . Professional doctorate thesis for the University of East London. http://roar.uel.ac.uk/3997/
16	Pellegrini, D. W. (2011). <i>Being a family therapy trained educational psychologist exploring practitioners' experiences through interpretative phenomenological analysis</i> . Thesis for degree of D.Ed. for the University of Essex. https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.536951
17	Schulze, J. (2017). <i>Exploring educational psychologists' views of social justice</i> . A thesis submitted to the University of Manchester for the degree of Doctor of Educational and Child Psychology. https://www.research.manchester.ac.uk/portal/files/66047784/FULL_TEXT.PDF
18	Schulze, J., Winter, L. A., Woods, K., & Tyldsley, K. (2018). An international social justice agenda in school psychology? Exploring educational psychologists' social justice interest and practice in England. <i>Journal of Educational & Psychological Consultation</i> .
19	Sewell, A., & Ducksbury, L. J. (2013). Exploring educational psychologist's perceptions of the use and implications of standardised cognitive assessment and IQ. <i>Educational and Child Psychology</i> , 30(3), 96–106.
20	Walker, L. (2012). <i>An exploration of educational psychologists' perceptions of the experiences of supporting children in care</i> . Thesis (Doctorate in Child, Community and Educational Psychology). Tavistock & Portman NHS Foundation Trust/University of Essex. https://tavi.koha-ptfs.eu/cgi-bin/koha/opac-detail.pl?biblionumber=37532
21	Willdridge, K. (2013). <i>An exploration of educational psychologists' views of their role and job satisfaction</i> . Cardiff University Doctorate in Educational Psychology

Appendix m.

Results of Search No. 165. (Duplicate sources removed). (n = 201).

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161	Roberts, W; Norwich, B. (2010). Using precision teaching to enhance the word reading skills and academic self-concept of secondary school students: a role for professional educational psychologists. <i>Educational Psychology in Practice</i> , Vol. 26, Issue 3, p. 279-298.
162	Robinson, K. (2010). A study of young lesbian and gay people's school experiences. <i>Educational Psychology in Practice</i> , 26(4), 331–351.
163	Robinson, L., & Bond, C. (2017). A cross-national review of evidence-based psychosocial treatments for children and adolescents with autistic spectrum disorders in the United Kingdom, Ireland, and United States. <i>Psychology in the Schools</i> , 54(9), 1160–1175.
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181	Styles, A. (2011). Social Stories: Does the research evidence support the popularity? <i>Educational Psychology in Practice</i> , 27(4), 415–436.
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183	Suvorov, A. V. (2003). Experimental philosophy. <i>Journal of Russian & East European Psychology</i> , 41(6), 67–91.
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190	Webster, D. (2001). The appraisal of educational psychologists: A very private affair. <i>Educational Psychology in Practice</i> , 17(2), 109–120.
191	Weeks, C., Hill, V., & Owen, C. (2017). Changing thoughts, changing practice: Examining the delivery of a group CBT-based intervention in a school setting. <i>Educational Psychology in Practice</i> , 33(1), 1–15.
192	Wicks, A. (2013). Do frameworks enable educational psychologists to work effectively and efficiently in practice? A critical discussion of the development of executive frameworks. <i>Educational Psychology in Practice</i> , 29(2), 152–162.
193	Wilding, L. (2015). The application of self-determination theory to support students experiencing disaffection. <i>Educational Psychology in Practice</i> , 31(2), 137–149.
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195	Wilson, J. (2005). Psychological explanations: A reply to Thomas (2002). <i>Educational Psychology in Practice</i> , Vol 21, Issue 1, p. 69 – 73.
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197	Woolfson, L., Whaling, R., Stewart, A., & Monsen, J. (2003). An integrated framework to guide educational psychologist practice. <i>Educational Psychology in Practice</i> , 19(4), 283–304.
198	Woolfson, R. C., Harker, M., Lowe, D., Sheilds, M., & Mackintosh, H. (2007). Consulting with children and young people who have disabilities: Views of accessibility to education. <i>British Journal of Special Education</i> , 34(1), 40–49.
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200	Wright, R. (2017). <i>The stain of colonialism? Is educational psychology 'haunted' by the effects of colonialism? Using decolonised methodologies to interrogate practice</i> . DEdPsy thesis, University of Sheffield.
201	Yavuz, C. (2016). Gender variance and educational psychology: Implications for practice. <i>Educational Psychology in Practice</i> , 32(4), 395–409.

Appendix n.

<i>Inclusion/exclusion criteria</i>		
	Inclusion criteria	Exclusion criteria
Databases/ Journals	PsychInfo, EPIp, all Discovery databases of the Tavistock and Portman NHS Trust electronic library.	Other databases
Scope	Views or similar of educational psychologists (EPs) and allied psychological practitioners e.g. trainee EPs in the UK Views about socio-political / CCP/socio-political areas as listed in search thesaurus. No exclusion criteria placed on publication date.	Main focus is not about EP views and/or views about the socio-political or CCP/socio-political themes. School psychology or educational psychology theory for use by other professionals such as teachers EP views about topics other than socio-political / CCP/socio-political topics or those not listed in search thesaurus for socio-political / CCP/socio-political topics.
Geographical area	UK, Great Britain	Outside the UK
Language	English	Languages other than English
Methodology	Empirical research, qualitative research, quantitative research, mixed methods research	Theoretical and position papers. Researcher's own autoethnography or author's own case study i.e. not just author or researcher's 'view' or reflections on their work.
Research standards and resources used	Peer reviewed, full text, doctoral theses, not 'embargoed' so only abstract available.	Not peer-reviewed, full text unavailable
Further search techniques	Searching references of relevant publications uncovered. Use of fields such as subject (SU), title (TI) to access research focussed on 'exploring the views of'.	-
Title	"Educational psychologists' (EPs') views" in the title. A word in place of "views" in the title as included in the relevant thesaurus column (Appendix j.). None of the above in the title but papers about educational psychology AND CCP/socio-political or socio-political approach to psychology including EPs' view or that of allied professionals.	Papers about educational psychology AND CCP/socio-political or socio-political approach to psychology not including EPs' view

Appendix o.

Table: CASP RATING: The latest version of CASP states “These checklists were designed to be used as educational pedagogic tools, as part of a workshop setting; therefore, we do not suggest a scoring system.” (CASP, 2018, p.1). Critical Appraisal Skills Programme (CASP). (2018). *10 Questions to help make sense of qualitative research*. Oxford: CASP.

Mixed methods studies shown in dark grey were appraised using MMAT (2018). See Appendix p.

Empirical research papers including EP's views of socio-political/critical community psychology approach.	ABSTRACT	Was there a clear statement of the aims of the research?	Is a qualitative methodology appropriate?	Was the research design appropriate to address the aims of the research?	Was the recruitment strategy appropriate to the aims of the research?	Was the data collected in a way that addressed the research issue?	Has the relationship between researcher and participants been adequately considered?	Have ethical issues been taken into consideration?	Was the data analysis sufficiently rigorous?	Is there a clear statement of findings?	How valuable is the research?
Key critical /CCP core theoretical/ontological approaches educational psychology: ontological orientations											

<p>I. Atkinson, C., Bond, C., Goodhall, N., & Woods, F. (2017). Children's access to their right to play: Findings from two exploratory studies. <i>Educational and Child Psychology</i>, 34(3), 20–36.</p>	<p>Aim: This article explores possibilities for educational psychologists (EPs) in supporting children's right to play, which constitutes Article 31 of the United Nations Convention on the Rights of the Child (UNCRC, 1989). Method: Two small-scale studies explored the role EPs can play in facilitating a child's right to play. The first used a focus group to seek EP views about supporting play. The second used single-case design to understand the play experiences of a six-year-old child with special educational needs and disabilities (SEND) within a mainstream classroom. Findings: Focus group EPs highlighted how play influenced social and learning development and felt well-positioned to advocate for Article 31. The national curriculum, the local authority context and staff and parental awareness of the benefits of free play were seen as potential barriers, with access for children with SEND seen as particularly problematic. In the single case study, the pivotal keyworker role and child's personality were facilitators of play access, although this was enabled through placement amongst younger children and could not be maintained. Limitations: Both studies were exploratory and small scale. Findings were influenced by the context, affecting their transferability. Nonetheless, outcomes provide</p>	<p>Yes.</p>	<p>Yes because it sought EPs views although, because exploratory and small scale, transferability limited.</p>	<p>Research design choice not discussed.</p>	<p>Yes, although because small scale, transferability limited and power imbalance between participants noted.</p>	<p>Yes- quite a lot of detail.</p>	<p>Yes- author's standpoint not included but discussion of issues arising that could impact validity.</p>	<p>Yes- e.g. power imbalance because some participants managers of others.</p>	<p>Yes- brief description of process.</p>	<p>Yes- whole section devoted to this.</p>	<p>Limited in transferability but leads to ideas for further research.</p>
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	<p>numerous avenues for further study, in an under-researched area. Conclusions: Understanding international legislation regarding children's access to play and its potential benefits is important for school-based practitioners. EPs are potentially well-positioned to advocate for this right and may be able to develop practice through case and systemic work.</p>										
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<p>2. Hardman, M., & Worthington, J. (2000). Educational psychologists' orientation to inclusion and assumptions about children's learning. <i>Educational Psychology in Practice</i>, 16(3), 349–360.</p>	<p>Despite their important role in the assessment and decision-making process, there has been very little research on the attitudes of educational psychologists (EPs) to inclusion. In this article, we report a recent study in which 144 EPs from 37 English local education authorities responded to a postal questionnaire. This examined their hypothetical and ideal placement of a range of children with different special educational needs, and their orientation to inclusion and beliefs about the nature and process of children's learning. Results reveal that the majority were supportive of inclusion and adopt a social constructionist philosophy toward the nature and process of children's learning.</p>	<p>Yes-</p>	<p>Yes, seeking EP's views on inclusion. Uses quantitative questionnaire.</p>	<p>Yes- doesn't discuss how decision on research design made: this is common for papers published in journals.</p>	<p>Yes- also discusses reasons for lower response rate.</p>	<p>Yes- attempts large numbers across 37 authorities.</p>	<p>Yes- internal validity of three theoretical orientation scales designed was ensured statistically.</p>	<p>Yes- make-up of participants examined for balance for representation.</p>	<p>Yes- quite a large, diverse and representative sample.</p>	<p>Yes- that EPs support philosophy of inclusion but support retention of specialist settings for PMLD. Influence on EPs of the ethos of their LEA & pressure to recommend what LEA can afford. EPs took Vygotskian rather than behaviourist perspective; social not medical model.</p>	<p>Yes- adds new knowledge not presented in research before (there is a 'previous research' section).</p>
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<p>3. Hick, P. (2005). Supporting the development of more inclusive practices using the index for inclusion. <i>Educational Psychology in Practice</i>, 21(2), 117–122.</p>	<p>Inclusion is a central issue for educational psychologists (EPs) today, yet they have often been portrayed as gatekeepers to special provision. One approach for EPs to promote more inclusive practices in schools is through the Index for Inclusion as a vehicle for consultation. This paper reports a study of EPs acting as “critical friends” to schools during the pilot project to develop the Index for Inclusion in 1999. The role of critical friend was investigated through interviewing EPs and others. Key themes were identified reflecting significant aspects of EPs’ experiences that may be helpful to colleagues interested in developing this approach.</p>	<p>Yes- to investigate the role of critical friend through interviewing EPs and others.</p>	<p>Yes in illuminating the subjective experiences of EPs in promoting inclusion.</p>	<p>Yes but little discussion about how choice was made.</p>	<p>Yes- but little discussion of process.</p>	<p>Yes- small study in one LEA deriving recommendations for supporting inclusive practice in schools. Details of demographic not revealed. Highly summarised.</p>	<p>No.</p>	<p>No.</p>	<p>No.</p>	<p>Yes- emergent themes are presented as well as derivation of recommendations for practice: There is no discussion of how transferable these findings might be.</p>	<p>Relevant inasmuch as it is a systemic approach to inclusion and can be viewed as a transformative, and thereby, a critical approach in socio-political terms.</p>
<p>4a. Schulze, J. (2017). <i>Exploring educational psychologists’ views of social justice</i>. A thesis submitted to the University of Manchester for the degree of Doctor of Educational and Child Psychology.</p>	<p>The social justice agenda is currently at the foreground of political consciousness and the idea of ‘social justice’ has penetrated the discipline of psychology, specifically counselling and community psychology. However, there is a wealth of literature which has debated the role of social justice in psychology, and what it can and should look like. A systematic literature review was undertaken to find and synthesise empirical research relevant to the question: ‘what is the significance of social justice in educational psychology practice?’ It was structured using the PRISMA</p>	<p>Yes- of the section on UK educational psychology, aims were to answer the question ‘How do EPs define social justice?’, ‘How if at all, is social justice important to EP practice?’ ‘What does social justice currently</p>	<p>Yes- in seeking to explore EPs subjective experiences.</p>	<p>Yes- choice of design is discussed with regard to choice of semi-structured I/Vs to yield individual in depth insight better than</p>	<p>Yes- for the purpose of seeking EPs’ views in depth. It used purposeful convenience sampling. Limited in that it relied on volunteers which might</p>	<p>Yes- using semi-structured I/Vs it allowed for depth of information to be gathered. Setting was appropriate opening recruitment across the UK. Conduct</p>	<p>Yes-social desirability of answers considered. Researcher used member checking and participated in a bracketing interview.</p>	<p>Yes- this is explicitly stated that ethical clearance had to be granted before proceeding.</p>	<p>Yes- detailed description of process given. Inductive process was used to keep findings ‘close to the data’ rather than being driven by theory or researcher opinion. Stages in</p>	<p>Yes- both in answer to the research questions and in situating the analysis within the research literature. There is a clear summary in the dis-</p>	<p>Contribution to knowledge discussed both in terms of the existing literature and in findings about EPs views. Transferability not discussed.</p>

	<p>framework and studies were examined and screened to ensure that they met the inclusion criteria. A Weight of Evidence framework was used to enhance the judgement of the quality and relevance of the identified studies, with regards to the review's research question. Qualitative research studies were assessed for quality using a pre-existing investigative framework, whilst quantitative investigation studies were evaluated using a tailor-made framework, which referenced quantitative research guidelines. The research base was found to give positive support to the significance of the concept of social justice in <u>US school psychology</u> practice. An exploratory piece of qualitative research using semi-structured interviews with qualified UK educational psychologists was conducted to explore their views of social justice. The interviews were transcribed, and thematic analysis applied. Results of the research gave definition to the concept of social justice under an educational psychology lens, reasons for its importance to educational psychology practice, examples of what it looked like within educational psychology practice, and thoughts around the role of educational psychology in promoting social justice. The concepts of evidence-based practice and practice-based evidence, and the effective</p>	<p>look like within educational psychology practice?, and 'What role do EPs think educational psychology should play in working towards social justice?'</p>		<p>questionnaire's or focus groups would have. Being exploratory it had no propositions.</p>	<p>have skewed the result.</p>	<p>of I/Vs made explicit,</p>			<p>the derivation of themes described in detail. Own potential biases examined.</p>	<p>cussion section.</p>	
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	<p>dissemination of research in relation to outcomes and impact were discussed. Policy, practice and research development implications were considered, before a strategy for promoting and evaluating the dissemination and impact of the research findings, was considered. A multi-strand strategy of journal publication, presentations, and workshops will be utilised to encourage further discussion around the topic. The creation of a UK educational psychology special interest group around social justice may be of value, in order to advance interest in social justice, into action.</p> <p>Social justice has been suggested as a possible global moral framework for school psychology. It is, however, culturally understood and research suggests that the engagement with 'social justice' in school psychology has been largely limited to a U.S. context. This project sought to extend international understandings and practices of social justice in school psychology. A thematic analysis of nine interviews with educational psychologists based in England was conducted. Social justice was defined as complex, and participants suggested it is important to educational psychology practice in part</p>										
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	<p>because of current cuts to public services and educational reforms. Findings also indicated a role for social justice consultation, building relationships, and engaging with broader macro level work to enact a social justice agenda. We discuss these findings in relation to previous literature, concluding that our research begins to document the seeds of a broader social justice agenda in school psychology.</p>										
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<p>4b. Schulze, J., Winter, L. A., Woods, K., & Tyldsley, K. (2018). An international social justice agenda in school psychology? Exploring educational psychologists' social justice interest and practice in England. <i>Journal of Educational & Psychological Consultation</i>.</p>											
<p>5. Wright, R. (2017). <i>The stain of colonialism: is educational psychology "haunted" by the effects of colonialism? : using decolonised methodologies to interrogate practice</i>. Thesis for University of Sheffield Doctor of</p>	<p>This re-search explored how trainee educational psychologists (TEPs) enact educational psychology on their fieldwork placements for the Doctorate in Educational and Child Psychology (DECP). This study seeks to reconstruct educational psychology by exploring oppression, power, resistance, subjugation and revolution in relation to identity politics in</p>	<p>Yes-TEPs in placement and how enact psychology explored using postcolonial lens of psychopolitics.</p>	<p>Yes in interpreting and illuminating the actions and subjective experiences of participants.</p>	<p>Yes- in its use of a post-colonial technique to explore colonial practices.</p>	<p>Somewhat although it did not seek views of EPs only TEPs so limited transferability?</p>	<p>Yes the links are exhaustively explored.</p>	<p>Yes- this is core to the paper.</p>	<p>Yes-the researcher is at pains to take an ethical position within the terms of the research.</p>	<p>Yes- highly reflexive.</p>	<p>Yes- but includes both breadth and depth.</p>	<p>Yes- highly original and worthwhile piece of research Argues that psychological explanations ignore socio-political factors. But the</p>

<p>Educational and Child Psychology.</p>	<p>educational psychology. Applying a postcolonial theoretical lens of 'psychopolitics', this re-search examined how psychological explanations of individual pathology ignore social, political, cultural and economic factors. In light of educational psychology's history of racialisation and colonialism, the 'hauntings' of current methodological tools, narratives and assessments are considered. This re-search moves away from Eurocentric forms of knowledge production in educational psychology, towards radical perspectives from black feminism, critical race theory and decolonised methodologies for 'knowing' individuals. The methods autoethnography and sharing circles were used with five Year 3 TEPs to collect stories from their placement experiences. The implications of using decolonised methodologies with white participants who occupy spaces of privilege are also discussed. The 'knowledges' gathered from TEPs were interpreted into poetic transcriptions and analysed using a psychopolitical framework. The analysis reveals that educational psychology's history of measurement, comparison, statistical norms and individual differences informs TEPs' understandings of their work with children, school staff and families. Educational psychology tends to be discussed in relation</p>									<p>conclusions do the same thing: for change to occur reform at the individual level is essential. Then goes onto talk about implications for research and EP practice. If bearers of a colonised ideology how can they change without the structure changing?</p>
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	<p>to individual descriptions of 'disorder', largely neglecting socio-political contexts. The emerging themes include: collusion, power, influence and appropriation. Using decolonised methodologies within a Eurocentric context raises the problem of how invested white participants can be in resistance and revolution. This thesis engages with questions around whether educational psychology can be decolonised and imagined anew. I conclude by arguing that, for change to occur, reform at the individual level of the educational psychologist is essential. Finally, I consider implications for future research and the practice of educational psychology.</p>										
<p>CCP relating to marginalised groups</p>											
<p>6. Hill V, Turner H. (2016). Educational psychologists' perspectives on the medicalisation of childhood behaviour: A focus on Attention Deficit Hyperactive Disorder (ADHD). <i>Educational & Child Psychology</i>, 33(2):12-29.</p>	<p>Aim: This study explores the views of Educational Psychologists (EPs) practising in the UK regarding the assessment, diagnosis and treatment of Attention Deficit Hyperactivity Disorder (ADHD). Method: An online survey collected from 136 EPs, representing 70 local authorities across the UK. Findings: Responses highlighted how currently EPs are rarely engaged in the assessment of ADHD. However, the data indicated that EPs play an important role in increasing the awareness of contextual factors in children's behaviour and are well</p>	<p>Yes in the abstract</p>	<p>Yes qualitative in the open ended nature of some questionnaire questions. Because sought to interpret /illuminate actions/ subjective experience of participants.</p>	<p>Not discussed.</p>	<p>Yes explains how selected but not why most appropriate</p>	<p>Yes-setting justified. Clear how collected. Methods not justified.</p>	<p>Yes- inter-rater reliability checked.</p>	<p>Yes but only assumed from having been published in Ed & Child Psych Journal along with their rigorous criteria for</p>	<p>Details not given probably owing to limitations on word count for publication.</p>	<p>Yes including critique and limitations. Quite thorough.</p>	<p>Context and contribution discussed and next steps for research described.</p>

	<p>placed to support the development of individually tailored interventions. It was identified that in many local authorities; current diagnostic practices do not conform to government guidelines regarding both access to psychological interventions and the prescription of medication to preschool children. Furthermore, few children were involved in decision making about their treatment. Where Local Authorities have developed standardised pathways or protocols governing the diagnostic process, EPs are involved in the assessment process and children are more likely to access psychological interventions, and for contextual factors to be taken into account. Limitations: Consistent with the research aims the study focuses exclusively on EP perspectives. As a survey it was not possible to probe for meaning or clarification of issues that emerged. There is a need for further research into successful examples of ADHD treatment pathways that take</p> <p>advantage of the unique contribution of EPs. Conclusions: Priorities for future work include</p>							<p>publication.</p>			
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	the need to develop a nationally agreed protocol for a multi-professional approach to assessment and treatment of ADHD. There is an urgent need for careful monitoring of prescription rates, particularly in preschool children and across different ethnic and social groups. Furthermore, steps should be taken to address the lack of participation by children and young people in decisions about their treatment.										
7a. Marks, C. (2012). Educational psychologists' constructions of sexuality and the implications for practice. <i>Educational Psychology in Practice</i> , 28(1), 71–90.	<p>Despite an underlying inclusion agenda, sexuality equality remains a low priority in education. Review of literature suggests the marginalization of sexual minority young people (SMYP) in schools. This study explores educational psychologists' (EPs') constructions of sexuality and the implications for practice.</p> <p>Discursive psychology was used to analyse semi-structured interview data from seven EPs. Multiple and context-dependent constructions of sexuality emerged from the study. The research suggested that participants oriented to the need to maintain a non-prejudiced position and managed tensions of accountability using rhetorical strategies and interpretive repertoires. Conclusions centre on the need for reflexive practice to</p>	Yes- explained in abstract.	Yes for exploring EPs constructions (semi-structured I/Vs).	Yes- detailed discussion and critique of design.	Yes- briefly considered purposive sampling based on availability of EPs.	Yes explained and discussed in some detail.	Yes- considered in some detail.	Yes- this is given a separate section.	Yes- discursive models explained and critiqued.	Yes- there is a separate section for this	It fills a gap in existing research and is a vital aspect of EP knowledge and practice.

<p>7b. Marks, C. E. (2010). <i>An exploration of educational psychologists' constructions of sexuality and the implications for practice</i>. A thesis submitted to The</p>	<p>challenge taken for granted assumptions regarding sexuality in education and psychology communities.</p> <p>Keywords: heterosexism; sexuality diversity; sexual minority young people; discursive psychology</p> <p>Despite an underlying inclusion agenda, sexuality equality remains a low priority in education. A large body of literature suggests the marginalization of sexual minority young people (SMYP) in schools and indicates the need to enhance understanding in this area to change existing practice. Whilst other disciplines have begun to examine professional practice with regard to heterosexism (defined as a socially created value system which contrasts heterosexuality as normal and non-heterosexuality as inferior, Fish 2008), educational psychologists have not yet embraced action which locates intervention at the social level. This study explores Educational Psychologists' (EPs') constructions of sexuality and the implications for practice. Discursive psychology (Potter and Wetherell 1987) was used to analyse semi-structured interview data from seven EPs. Multiple and context dependent</p>										
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<p>University of Birmingham for the Degree of Doctor of Applied Educational and Child Psychology.</p>	<p>constructions of sexuality emerged from the study. The research revealed that participants oriented to the need to maintain a non-prejudiced position and managed tensions of accountability using rhetorical strategies and various interpretive repertoires. Conclusions centre on the need for reflexive practice to challenge taken for granted assumptions regarding sexuality in education and psychology communities. Training is also recommended which is underpinned by social constructionist methods to develop awareness of the cultural barriers for SMYP and reveal the complexities of sexuality diversity. It is intended that such training would develop confidence for EPs in this area so that new discourses infuse the drive towards a sexuality inclusive school culture.</p>										
<p>8a. Rupasinha, J. (2014). <i>An exploratory analysis of educational psychologists' understandings of ethnic minority cultural factors within assessments for autistic spectrum condition.</i> Thesis for Doctorate in Educational and Child Psychology at the</p>	<p>The global epidemiology of Autistic Spectrum Condition (ASC) is not thought to vary as a function of ethnicity. However, evidence suggests that the identified prevalence of ASC may be inconsistent across ethnic groups in the UK. In the UK, educational psychologists (EPs) often play a key role in the ASC identification process. Given the believed value of accurate identification of ASC to a child's education, and the importance of providing minority ethnic groups</p>	<p>Yes- aim was to ascertain the ways in which EPs consider ethnic minority cultural factors in their ASC assessments. Research Qs: In what ways</p>	<p>Yes- in seeking to illuminate the subjective experiences of EPs.</p>	<p>Yes choice of methodology discussed and critiqued in some detail.</p>	<p>Yes Author chooses and justifies a small case study group of the target population (EPs) because of need to go deep</p>	<p>Yes- it was justified, process is clear; it is justified, and made explicit.</p>	<p>Yes- reflexivity is discussed and triangulation is explained.</p>	<p>Yes there is a detailed ethics section (Thesis).</p>	<p>Yes- there is reflexivity, triangulation and details of analysis some of which is presented in appendix.</p>	<p>Yes- and findings are detailed.</p>	<p>Yes they uncover oversights in EP practice that need to be explored and addressed with regard to social justice and assessment of ASC for all communities.</p>

<p>University of Manchester.</p>	<p>with an equitable service, the following study explores how EPs incorporate ethnic minority cultural factors (EMCF) within ASC assessments. A multiple embedded case analysis was conducted with three EPs. Each was highly proficient in ASC assessment and brought experiences from both different geographical areas, and from service delivery through varied providers; a local authority (LA), a social enterprise, and private practice. Participants' responses in two semi-structured interviews were recorded and transcribed verbatim. A documentary analysis of the existing LA pathway for the assessment of ASC was completed. This was complemented with a quantitative demographic analysis of data relating to the regions in which each participant EP was working. Interview transcripts were analysed thematically, and findings are presented through thematic maps. Content analysis of the existing policies revealed considerable variation between LAs in how ASC is assessed in school age children. Integration of findings revealed six considerations made in ASC assessments with EMC children, potentially impacting upon their consultations with parents, and their direct work with the child. Further examination suggests that the EP's work context can influence their considerations</p>	<p>do EPs report that ethnic minority cultural factors impact upon their assessments for ASC?</p> <p>In what ways do EPs report that their work context influences their assessments of ethnic minority children with possible ASC?</p>			<p>rather than wide.</p>						
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	<p>through four avenues. It appears that EPs' understanding of EMCF within ASC assessments is influenced by professional experiences and opportunities within their local context. The study extends understanding how EPs consider EMCF in their assessments for ASC. Findings are discussed with regards to their implications for theory, practice and future research.</p> <p>Keyword(s): Psychologist, ASC, Autism,</p> <p>Culture, Ethnicity, Identification, Assessment</p> <p>Diagnosis, Race, Educational Psychology</p> <p>The global prevalence of autistic spectrum condition (ASC) is not thought to vary as a function of ethnicity. However, evidence suggests that the detection of ASC may be inconsistent across ethnic groups in the UK. In the UK educational psychologists (EPs) often play a key role in the ASC identification process. Given the believed value of accurate identification of ASC to a child's education and the importance of providing minority ethnic groups with an equitable service, this study explored how EPs considered ethnic minority cultural factors (EMCF) within</p>											
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	<p>ASC assessments. A multiple embedded case study was conducted with three EPs. Each was highly proficient in ASC assessment and brought experiences from both different geographical areas and from service delivery through varied providers; a local authority (LA), a social enterprise and private practice. Participants' responses in interviews were recorded and transcribed verbatim prior to thematic analysis. A documentary analysis of the three existing LA pathways for the assessment of ASC was complemented with a quantitative demographic analysis of data relating to the regions in which each participant worked. Analysis and integration of findings revealed areas of commonality and difference in EPs appraisals of the impact of EMCF. Nonetheless, each participant's examination of EMCF led them to make adjustments in their direct work with a child and in their consultation with parents. Participants' considerations of EMCF were rarely systemic or evidence based but instead drew upon heuristics and idiographic knowledge. Implications are discussed.</p>										
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<p>8b. Rupasinha, J. (2015). Addressing an imbalance? Educational psychologists' considerations of ethnic minority cultural factors in assessments for autistic spectrum condition. <i>Educational & Child Psychology</i>, 32(2), 77–88.</p>											
EP role and CCP											
<p>9. Lee, K., & Woods, K. (2017). Exploration of the developing role of the educational psychologist within the context of “traded” psychological services. <i>Educational Psychology in Practice</i>, 33(2), 111–125.</p>	<p>Following the economic recession and resulting financial cuts to English education budgets introduced in 2010, the number of local authority educational psychology teams adopting a partially or fully-traded model of service delivery began to gain momentum. This study sought to investigate the response to trading and its impact on the role of the educational psychologist. A multiple-case study design was implemented. Two partially-traded local authority educational psychology services were recruited, one established and one emerging. Participants from the emerging services included six educational psychologists and three small-scale service commissioners. Participants from the established service included</p>	<p>To investigate the response to trading & its impact on the role of the EP.</p>	<p>Yes for the part of the research which sought EPs' views. Mixed methods research: quantitative for finding trends in services as context for EP views.</p>	<p>Yes-triangulation achieved through mixed methods.</p>	<p>Limited to NW of England owing to ‘practical difficulties of national random sampling’. Limited transferability</p>	<p>Yes in standard quantitative use of focus groups & interviews with use of quantitative data for service trends.</p>	<p>Yes- Inter-rater check on coding in thematic analysis conducted to enhance trustworthiness.</p>	<p>Clearly set out adherence to formal ethical standards of BPS, HCPC & university ethics board.</p>	<p>Apparently- details of thematic analysis not presented. But integration of different kinds of data added rigour.</p>	<p>Yes- ‘surprising’ one that trading seemed to produce more benefits than disadvantages but this is based at analysis at service level not broader socio-political or truly</p>	<p>Only study to examine the benefits of traded services. However, researcher acknowledges that focus is on positive elements of trading from case-studies rather than ‘negative’ case-studies.</p>

	<p>three educational psychologists, three small-scale service commissioners and two large-scale service commissioners. Focus groups, interviews and service brochures provided qualitative data. All qualitative data were transcribed verbatim and analysed using thematic analysis. Quantitative data were analysed using descriptive statistics to describe trends in service use. Findings show a largely positive impact of trading on the role and contribution of the educational psychologist.</p> <p>Keywords: Educational psychologist, distinctive role, commissioned services, school psychology, traded services</p>									critical level.	
Critical/CCP techniques in EP (epistemological)											
10. Deutsch, R., & Reynolds, Y. (2000). The use of dynamic assessment by educational Psychologists in the UK. <i>Educational Psychology in Practice</i> , 16(3), 311–331.	Training in Dynamic Assessment (DA) was rarely available in the UK until 1994. This is the first study to explore the outcomes of its availability in terms of the practice of DA and perceptions about it among educational psychologists (EPs). One hundred and nineteen EPs, who had taken positive steps to inform themselves about DA by undertaking some degree of training or by joining a DA interest group, were surveyed to explore the extent of their initial training in DA, subsequent use of	Yes- to explore the outcomes of its availability in terms of the practice of DA and perceptions about it among EPs.	Yes although this is only a part of the study since it is mainly based on multiple choice questionnaire (quantitative analysis) with some scope for open response which is not thematically	Yes- in producing mainly quantitative data from 119 British EPs. Participant selection is explained. They	Yes in terms of attempting conclusions that could be regarded as representative of EP practice in Britain. Sample was purposive	Yes. Setting was justified i.e. Britain; clear how data collected. No justification of methods. I/V questions presented.	Minimally: anonymity and confidentiality mentioned. Thus, presumably avoiding researcher influence.	Not really-minimally e.g. validity of questionnaire through piloting. Little discussion of ethics otherwise	No- not for qualitative section: in quantitative terms only.	Yes- in the conclusion there's a summary. There are detailed findings about responses to each question in the questionnaire including	Yes- it offers insight into an assessment practice which enables different kinds of insights compared to standardised assessment. And focusses on process and potential rather than current

	<p>it and issues of implementation. Overall, the 88 responses (74%) received suggest, among those surveyed, widespread awareness of DA as a model of cognitive assessment and positive attitudes to it, coupled with a low level of implementation. The low level of use was frequently attributed to insufficient training in DA, to lack of time due to other assessment priorities, often set by the local education authority, and to lack of the ongoing expert support felt to be necessary to maintain use of a demanding form of assessment. The authors take the position that the EP's repertoire would be enriched by improved knowledge of and training in DA. The research raises important issues for cognitive assessment and raises the broader question whether there is a need for the more proactive involvement of educators in enhancing the cognitive functioning of children.</p>		<p>analysed in any systematic or clear way.</p>	<p>were encouraged to add further comments but it is unclear what emerged from this qualitatively or how the data was used. The choice of design was not debated.</p>	<p>re: those who had received training in DA.</p>	<p>Questionnaire was piloted.</p>				<p>summaries to responses to open questions about advantages and disadvantages of DA.</p>	<p>functioning. It is a Vygotskian technique & in this sense critical (since Vygotsky was a Marxist psychologist anxious to challenge the status quo of capitalist psychology.).</p>
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Appendix p.

Table: Mixed Methods Appraisal Tool (MMAT) results

(1. Mixed methods survey studies; and 2. quantitative descriptive survey studies).

1. Mixed methods survey study (Area)	Is there an adequate rationale for using mixed methods design to address the research question?			Are the different components of the study effectively integrated to answer the research question?			Are the outputs of the integration of qualitative and quantitative components adequately interpreted?			Are divergences and inconsistencies between quantitative & qualitative results adequately addressed?			Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?			
	Y	N	Can't tell	Y	N	Can't tell	Y	N	Can't tell	Y	N	Can't tell	Y	N	Can't tell	
MMAT rough rating																
Hill V, Turner H. (2016). (MEDICALIS AT-ION /ADHD) Rough Score: 5/5	✓			✓			✓			✓			✓			
Lee, K., & Woods, K. (2017). (AUSTERITY & PUBLIC SERVICES - Traded services) Rough Score: 5/5	✓			✓			✓			✓			✓			
Deutsch, R., & Reynolds, Y. (2000). (DYNAMIC ASSESSMENT/VYGOTSKY / ZPD) Rough Score: 2/5	✓			✓				✓						✓		

2. Quantitative -tive descript -tive survey study (Area)	Is the sampling strategy relevant to address the research question?			Is the sample representative of the target population?			Are the measurements appropriate?			Is the risk of non-response bias low?			Is the statistical analysis appropriate to answer the research question?		
	Y	N	Can't tell	Y	N	Can't tell	Y	N	Can't tell	Y	N	Can't tell	Y	N	Can't tell
Hardman, M., & Worthington, J. (2000). (INCLUSION) <u>Rough</u> <u>Score: 4/5</u>	✓			✓			✓			✓	56%		✓		

Appendix q.

Evaluation of key resources using the CASP, MMAT evaluations and Gough's Weight of Evidence score (WoE).

OVER-ARCHING THEME	SOCIO-POLITICAL THEME Author Weight of Evidence (WoE) Score (Gough, 2007).	Sample	Research questions and method -ology	Data analysis	Limitations (CASP or MMAT 'score').	Findings
CCP/socio-political theoretical/ontological approaches in educational psychology	1. RIGHTS (PLAY) Atkinson, C., Bond, C., Goodhall, N., & Woods, F. (2017). WoE: A: 3 B: 2 C: 2 <hr/> Rating: 2	Homogeneous (all EPs). Trainees discounted. Purposive. Voluntary. 6 female EPs (5-15 years' experience) in one LA	How do EPs perceive the importance of play for children up to the age of seven years? How do EPs perceive their role in promoting play for children with SEND up to the age of seven years? How do EPs promote the aims of General Comment No.17 for children up to the age of seven with SEND within their role? What are the barriers?	Thematic analysis. Emergent themes checked with participants. Inter-rater coding with colleague.	Possibility of skewed results because of voluntary nature of sample. E.g. Those with an interest in play rights might have self-selected. Limitations listed clearly. CASP Score: 8.5/10	Fifty initial codes from transcript analysis converted into 6 main themes: recognition of instrumental use of play; valued for social, developmental, learning & intrinsic purposes; potential role of EP; restricted and reduced role of EP; barriers to typical play for children with SEND; the wider environment.

			Qualitative: Focus group using exploratory semi-structured survey			
2. INCLUSION Hardman, M., & Worthington, J. (2000). WoE: A: 3 B: 2 C: 2 Rating: 2	Homogeneous (all EPs), 144 EPs from 37 English LEAs based on sending out to all LEAs in England. 93 female: 51 male. Five principals and 22 seniors of the EPs involved. Range of ages from 26-60	Quantitative: Postal questionnaire in two parts- hypothetical ideal placement scale and theoretical orientation scale. Vignettes and statements presented constructed by reviewing literature and talking to EPs- representative sample of the statements selected/refined along with another EP/SEN hub headteacher /SEN teacher for face validity. Participants selected responses from choice of 4 placements or indicated agreement on a Likert scale	Statistical correlation was used to ensure internal validity of the orientation scales.	Possibility of skewed results because of voluntary nature of sample. E.g. those with an interest in inclusion might have self-selected. Face validity ensured by multi-agency modification of statements and vignettes. MMAT Score: 4/5	Looks at progress of a strong interpretation of inclusion whereby it is the right of all children to be fully included in the same schools. CCP/socio-political concepts such as individualism and influence of market forces acknowledged. Overall support for philosophy of inclusion with retention of specialist settings where needed. Also a social constructivist philosophy of children's learning (Vygotskian). This was set in context of tendency of respective LA's to place children with SEN in mainstream, but this did not seem to influence EPs ideal choices.	
3. INDEX FOR INCLUSION Hick, P. (2005). WoE: A: 3	Five EPs from the LA in question. Selection of EPs not described.	The EPs and one behaviour support teacher were interviewed about their role as a critical friend in a pilot project of local schools using the Index for Inclusion for	Grounded theory used to derive themes from the interview data.	There is little discussion of rigour in the research or limitations of the research. For example, trustworthiness is not discussed in terms of sample selection and how representative it	Research questions not explicitly stated (interview questions not listed) but overall aim is to find out how EPs could contribute to schools developing inclusion by working systemically with schools rather than	

	<p>B: 2/3</p> <p>C: 2</p> <hr/> <p>Rating: 2/3</p>		<p>school development.</p> <p>Qualitative study using grounded theory.</p>		<p>was of EPs as a group. There was no discussion of member checking or triangulation methods.</p> <p>CASP Score: 7/10</p>	<p>as gatekeepers to SEN resources.</p> <p>Key these that emerged for best practice for EPs supporting such whole school development were:</p> <ol style="list-style-type: none"> 1. Drawing on their core personal/professional values and developed understandings of inclusion. 2. Engagement & challenge showing stages in EPs developing as critical friends. 3. Child-centred focus. EPs emphasising the child's voice in data collection from their role perspective. 4. Permeating practice. The critical friend role was a discrete part of the EPs job but employed generic consultation skills that were in turn influenced by the experience of working on the inclusion project.
<p>4 SOCIAL JUSTICE</p> <p>Schulze, J. (2017). / Schulze, J., Winter, L. A., Woods, K., & Tyldsley, K. (2018).</p> <p>WoE:</p> <p>A: 3</p> <p>B: 3</p>	<p>Nine English EPs through purposive convenience sampling-self-selected</p>	<ol style="list-style-type: none"> 1. How do EPs define social justice? 2. How, if at all, is social justice important to EP practice? 3. What does SJ look like within EP practice? 	<p>Inductive thematic analysis assisted by QSR International's NVivo 10 software.</p>	<p>A self-selected sample potentially skewed to those with an interest in the topic limited transferability of findings. Description of process is highly detailed so improving repeatability. There is detailed coverage of most key aspects of research rigour such as ethics and piloting of</p>	<p><u>How do EPs define social justice?</u></p> <p>Fairness, equality, equity; discrimination, disadvantage & marginalisation; diversity & inclusion; and action.</p> <p><u>How, if at all, is social justice important to EP practice?</u></p> <p>EPs challenging status quo, schools & others to ensure</p>	

	<p>C: 2/3</p> <hr/> <p>Rating: 3</p>		<p>4. What role do EPs think educational psychology should play in working towards social justice?</p> <p>Critical realist ontology / exploratory qualitative design</p> <p>Semi-structured interviews with questions focussed on a) EPs understanding s of social justice (SJ); b) views on importance of SJ to practice; c) SJ in their own practice and d) how EP role should relate to SJ.</p>		<p>interview questions, multi-author moderation of analysis process and member check.</p> <p>CASP Score: 9.5/10</p>	<p>needs of CYP are met; supporting others to use their voice & advocating.</p> <p>Right wing political context- 'othering'; anti-state; antithetical to SEN and education: acknowledged as negatively impacting EP practice and clients. But not all practice about this; not all EPs would agree.</p> <p><u>What does SJ look like within EP practice?</u></p> <p>EP have good intentions; awareness of own biases & use of language; embrace diversity; tools that support SJ in practice such as codes of ethics note; skills and knowledge to effect change; confidence to challenge; facilitating; advocating; parent /child voice; ideal world EPs do more systemic work or not needed; end of school targets</p> <p><u>What role do EPs think educational psychology should play in working towards social justice?</u></p> <p>Need to be more organised in acting for SJ; evidence base comes from academic EPs- needs to be based more within</p>
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						marginalised groups; conflict around nature of challenges/barriers; own family responsibilities conflicts SJ responsibilities; SJ may not be important to EP generally; confirmation bias.
5 ANTI-COLONIALISM / Coloniality	Five Year 3 Trainee EPs from one university. Self-selected opportunity sample: two males; three females; one person of colour.	Is educational psychology 'haunted' by the stain of colonialism?	Psychopolitical analysis framework	Potential for bias noted arising from self-selection but aim of study is not generalisation. Use of pilot study enhanced validity. Positionality in relation to colonial history and the Western history of psychology examined in relation to trustworthiness.	Colonialism deeply embedded in educational psychology and part of its historical legacy rooted in 'white mask psychology', racism and colonialism. Claims that the data conforms this. This frame is rejected by the researcher but she does not abandon the discipline of educational psychology. She calls for radical change in the profession to address the dominance of Western research methodologies such as grounded theory. Researcher notes her contradictory position as part of the EP profession but as a black woman- 'outsider within position'. Instead of trying to fit into 'Westernised culture' the researcher seeks a way forward to reflect this position and facilitate political and historical contextualisation of the work distinct from critical psychology. Instead argues for	
Wright, R. (2017).		Transformative research using decolonised methodologies emphasising experience and reflexivity and based on rejection of scientific truths associated with mainstream psychology. Aim to 'cast a spotlight on hidden, uncomfortable actions'. Uses indigenous, decolonised methodologies autoethnography and sharing circles.	Thematic analysis rejected as a Western approach in favour of 'poetic transcription' remaining close to oral traditions. Avoids the researcher as authority position but examining inter-subjectivity, power imbalances authority and positionality-making the author visible.	Strong researcher presence could have led to bias. Somewhat balanced by autobiographical accounts to make researcher position transparent. Generalisations and truth claims explicitly avoided but a wider range of trainees across the UK could have been more representative of educational psychology.		
WoE:						
A: 3						
B: 2						
C: 2/3						
Rating: 2/3						

					CASP Score: 9.5/10	liberation through conscientisation beginning with individual subjectivity. Third space reformulation of epistemology, methodology and ontology including solidarity to effect social change and practice that does not 'other' people.
CCP/socio-political relating to marginalised groups	<p>6. MEDICALISATION (ADHD)</p> <p>Hill V, Turner H. (2016).</p> <p>WoE:</p> <p>A: 3</p> <p>B: 2</p> <p>C: 2</p> <hr/> <p>Rating: 2</p>	<p>136 EPs from 70 local authorities recruited by email to DECP and LAs.</p>	<p>Mixed methods/survey :</p> <p>Aim to explore views of EPs as commissioned by DECP of BPS in response to international alarm about psychologisation and medication in response to childhood behaviours deemed not 'normal'.</p> <p>1. How do EPs view their role in the assessment and intervention of ADHD?</p> <p>2. To what extent are contextual factors taken into account as part of the assessment process?</p> <p>3. How do EPs deal with tension between medical and social perspectives of ADHD?</p> <p>4. What is the child's role in</p>	<p>Analysis of survey data using descriptive statistics or one way ANOVA. Inductive thematic analysis of data from open questions. Inter-rater reliability monitored as good.</p>	<p>Survey process limited findings about deeper meanings from participants. Identified further research into ADHD protocol enabling the particular EP input.</p> <p>Some consideration of impact of budget cuts on resort to medication over psychological support despite NICE guidelines. Limited analysis of historical, cultural or socio-political e.g. neoliberal underpinnings of medicalisation/ psychologisation of childhood.</p> <p>Limited by information coming solely from EPs not triangulated with NHS data on diagnosis and prescribing.</p>	<p>Regarding UK EPs' views about assessment, diagnosis & treatment of ADHD: EPs seldom assessed ADHD but EPs in good position to enable holistic consideration of CYP & personalised support. Where EPs engaged in ADHD assessment, CYP higher chance of receiving psychological and contextualised support instead of focus on medication.</p> <p>Concluded that multi-professional approach to ADHD needs development, as does scrutiny of rates of medication re: pre-schoolers/ across ethnic groups. Increased participation of CYP in process needed.</p>

			<p>diagnosis and treatment of ADHD?</p> <p>Mixed method: gathering data from responses to both closed and open survey questions.</p>		<p>Limited by voluntary nature of sampling-representativeness weakened/skewed in favour of views of those with special interest in the topic of research.</p> <p>MMAT Score: $\frac{5}{5}$</p>	
<p>7. SEXUALITY</p> <p>Marks, C.E. (2010, 2017)</p> <p>WoE:</p> <p>A: 3</p> <p>B: 3</p> <p>C: 2</p> <hr/> <p>Rating: 2</p>	<p>Seven EPs in one EP service recruitment method not stated.</p>	<p>1. How do EPs construct sexuality including:</p> <p>a) Children & sexuality?</p> <p>b) The needs of sexual minority young people?</p> <p>c) Sexuality in educational settings?</p> <p>2. How do EPs construct their role in relation to the area of sexuality diversity?</p> <p>3. What functions do these constructions serve?</p> <p>4. How do the earlier constructions contribute to current practice in this area?</p> <p>5. What are the implications of</p>	<p>6 stages adapted from Potter and Wetherell (1987) 10 stages: transcription, coding & theme development; selection of extracts, discourse analysis looking at tensions, dilemmas, positioning & rhetorical devices re: EP role.</p>	<p>In keeping with epistemic relativist stance the notion of specificity⁴⁰ replaces reliability: Accountability improved by transparency of process and assumptions/ Biases.</p> <p>Paper avoids the risk of 'othering' inherent in an apolitical stance by exploring how the 'othered' is constructed by EPs so challenging status quo by examining practice. Acknowledges focus groups may have enriched the data but were avoided because of the 'sensitivity' of the topic.</p>	<p>Themes arising:</p> <p>Greater acceptance, invisibility, sexuality is part of the equality umbrella, protection of children, awareness of heterosexism, inclusive vs. non-inclusive school cultures, systemic vs. individual work & accountability in sexuality diversity.</p> <p>EPs used various constructs of sexuality depending on context. Key issues were keeping a 'non-prejudiced position' & dealing with competing responsibilities. This study reveals more complex constructions than have been revealed from quantitative research about EPs thinking in this area. In this study EPs constructed fluid versions of reality to do with sexuality. They also used</p>	

			<p>these constructions for future EP practice?</p> <p>Social constructionist epistemology: challenge assumptions and practice and highlights possibilities for emancipatory action, through discourse analysis.</p> <p>Use of semi-structured interviews keeping participants narratives central and data co-constructed.</p>		<p>CASP Score: 10/10</p>	<p>discursive strategies to locate responsibility for addressing inequalities elsewhere such as with schools. Some did show awareness of entrenched heterosexism offering the possibility of EPs aligning with other caring professions' pro-active stance towards people in a sexual minority.</p>
<p>8. ETHNIC MINORITY CULTURAL FACTORS / ASC ASSESSMENT</p> <p>Rupasinha, J. (2014, 2015)</p> <p>WoE:</p> <p>A: 3</p> <p>B: 2</p> <p>C: 2</p> <hr/> <p>Rating: 2</p>	<p>Purposeful using transparent criteria to include UK EPs of various backgrounds but all skilled in ASC assessment : THREE EPs</p>	<p>Qualitative: exploratory multiple embedded case study. Social constructivist stance. Semi-structured interview with each participant. Set against information about local procedures for ASC assessment; and demographic data for each participant's region.</p> <p>Research question not clearly stated but data examined from three units of analysis:</p> <p>1. EP's perceptions regarding general impact</p>	<p>Thematic analysis from transcriptions: semantically (not interpretatively) used to identify, analyse and report patterns in the data. A cross case synthesis was used to reveal commonalities.</p>	<p>Limitations included:</p> <p>Small sample size, only self-reports of own practice;</p> <p>Coding was cross checked by a colleague-showing high level of agreement.</p> <p>Ethics carefully considered.</p> <p>CASP Score: 10/10</p>	<p>Findings showed five overall themes to do with things EPs considered when assessing children of EMC for ASC such as culturally specific factors. There were two themes about what impacted EPs responses to assessment after considering EMCF. Conclusions altered by outside limitations like work context but also by personal style of the EP and their own constructs. Two more themes were about responsiveness or lack of it during ASC assessments to the context of EMCF both in one to one work with the child or with parents. Support for there being a mismatch between</p>	

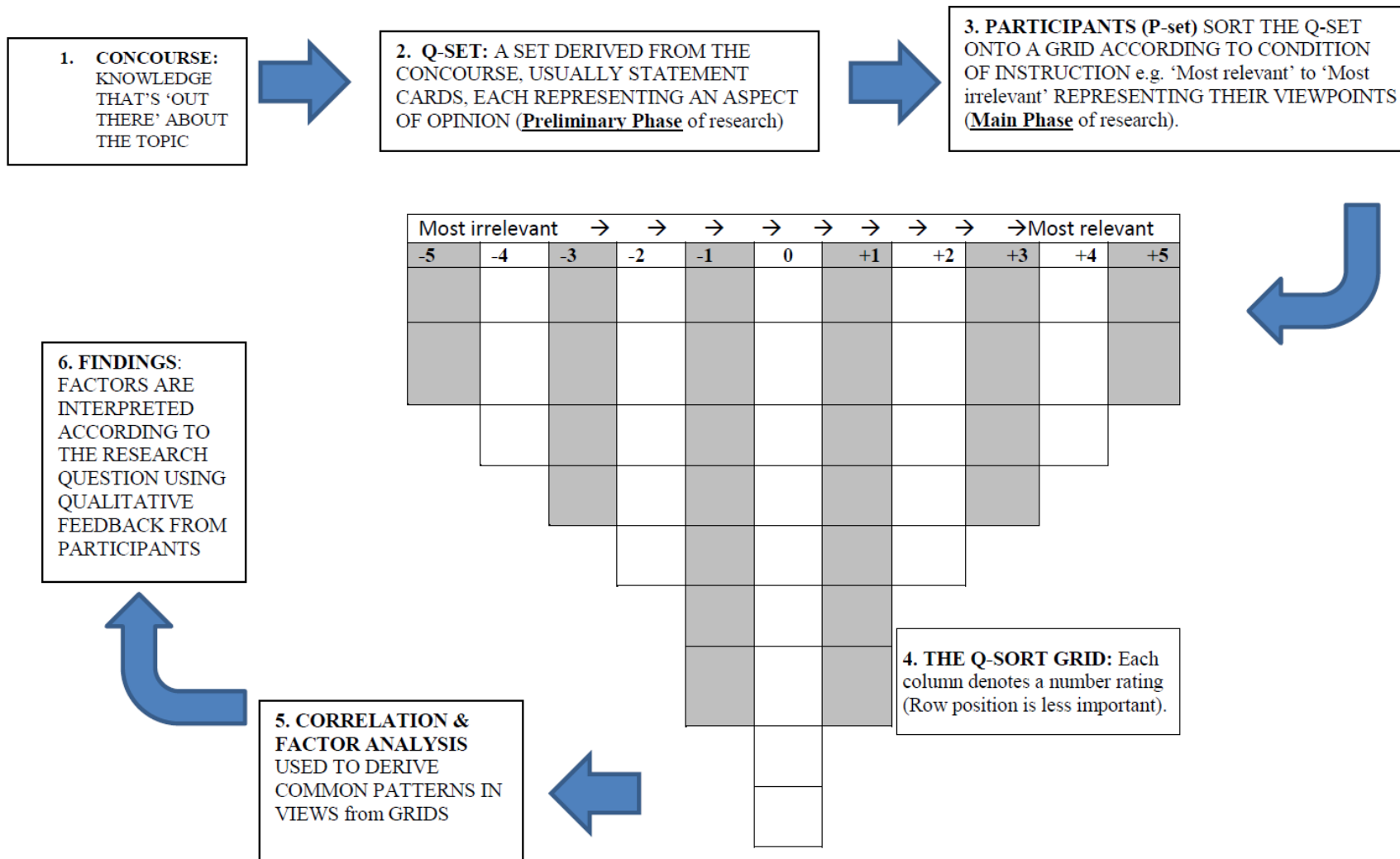
			<p>of EMCF on ASC assessments.</p> <p>2. EP's perceptions regarding any distinctiveness associated with ASC when working with families from an ethnic minority culture (EMC).</p> <p>3. EP's personal experiences of assessing children from an EMC for ASC.</p>			<p>knowledge, awareness and practice for the worse. Work context determined EPs learning and understanding. The research suggests EPs are not confident in accounting for EMCF in ASC assessment (but preferable to ineptitude).</p>
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EP role and CCP/socio-political	<p>9. AUSTERITY & PUBLIC SERVICES (Traded services)</p> <p>Lee, K., & Woods, K. (2017).</p> <p>WoE:</p> <p>A: 3</p> <p>B: 2</p> <p>C: 1</p> <hr/> <p>Rating: 2</p>	<p>Purposive: Included six EPs with longer than six months service from emerging traded service and three from established traded service. Northwest of England.</p> <p>All female</p>	<p>Post positivist critical realist.</p> <p>Mixed methods: Multiple case study design. Focus groups, semi-structured interviews & examination of service brochures.</p> <p>Quantitative data analysis by descriptive statistics showing trends.</p> <p>Questions:</p> <p>How are service delivery patterns changing in the development of traded EPSs?</p> <p>Within the traded context, how do EPSs communicate and promote their role and contribution?</p> <p>How do EPs see their distinctive contribution in the context of traded services?</p> <p>How do service commissioners view the role and contribution of the EP in the context of traded services?</p>	<p>Data transcribed verbatim & thematically analysed; six stage</p>	<p>Limited by focus on favourable features of trading. Not whole of UK: regional variability? Mixed methods contributed to triangulation but small sample size.</p> <p>Independently coded for small section- high level of agreement.</p> <p>All formal ethical standards adhered to: sensitivity of material heeded.</p> <p>MMAT Score: 5/5</p>	<p>Mainly positive impact of traded services on the role of the EP based on findings. Ethics of schools as customers directing work of EPs discussed. Proportion of casework increased but more training delivered overall: greater range; more responsive. But more emphasis on 'customers' seeing impact. Also, EPs filling gaps left by other cut services.</p> <p>Reduction in critical friend role. Shift to more directive work. Improvement in relationships noted by commissioners. Buying from LA preferred for quality assurance. Equality of access to service however, partial trading retained time for 'vulnerable children' i.e. ethical sensitivity developed.</p> <p>Main themes:</p> <p>Service expansion and improvement</p> <p>Ethics of trading</p> <p>Accountability and contribution</p> <p>Marketing and packages</p> <p>Expertise and role evolution</p> <p>Views of a valued contribution.</p> <p>Consideration of how cuts led to deterioration of service prior to</p>

						trading not considered or how trading services contributes to privatisation agenda. However, it was noted that codes of ethics/practice standards do not include promotion/protection of children's rights
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Critical/CCP/socio-political techniques in EP (epistemological)	<p>10. VYGOTSKY / ZPD</p> <p>Deutsch, R., & Reynolds, Y. (2000).</p> <p>WoE:</p> <p>A: 2</p> <p>B: 3</p> <p>C: 2</p>	<p>119 British EPs with background in dynamic assessment . Not random. Sample obtained from email lists of those who had attended DA courses or members of countrywide DA interest group.</p>	<p>Mixed method: open & closed question survey. Statistically analysed responses & simple thematic reporting of open question responses.</p> <p>Purpose to investigate:</p> <p>How effective EPs perceived training to be;</p> <p>To what extent they subsequently used DA in practice; & what they saw as pros and cons of DA in UK EP context.</p>	<p>Descriptive statistical. Analysis of open question response data unclear.</p>	<p>74% response rate. Piloting of questionnaire and amendment as result. Sample big enough to warrant some generalisation.</p> <p>Clear comprehensive ethical process.</p> <p>MMAT Score: 2/5</p>	<p>Awareness of DA as a possibility and keenness to enact but in parallel to low level of implementation ascribed to inadequate training, scanty continuing expert support, low status within LA priorities & difficulties in communicating DA findings.</p> <p>Challenges traditional paradigms about child development and assessment (learning potential) as well as purpose and process of education. Potentially radical and critical socio-cultural practice, having Marxist roots. Culture responsive and more related to intervention. Acknowledged ‘not just another form of assessment, but as part of a turn, or return, to process-based education’ although not a ‘total framework’ although this assessment not from perspective of experience. Links to inclusive practice. Need: increased allocation of time and resources to alternative assessment techniques.</p>
	<p>Rating: 2</p>					

Appendix r. Fig.4. A summary of the usual stages in Q-methodology (Watts & Stenner, 2012):



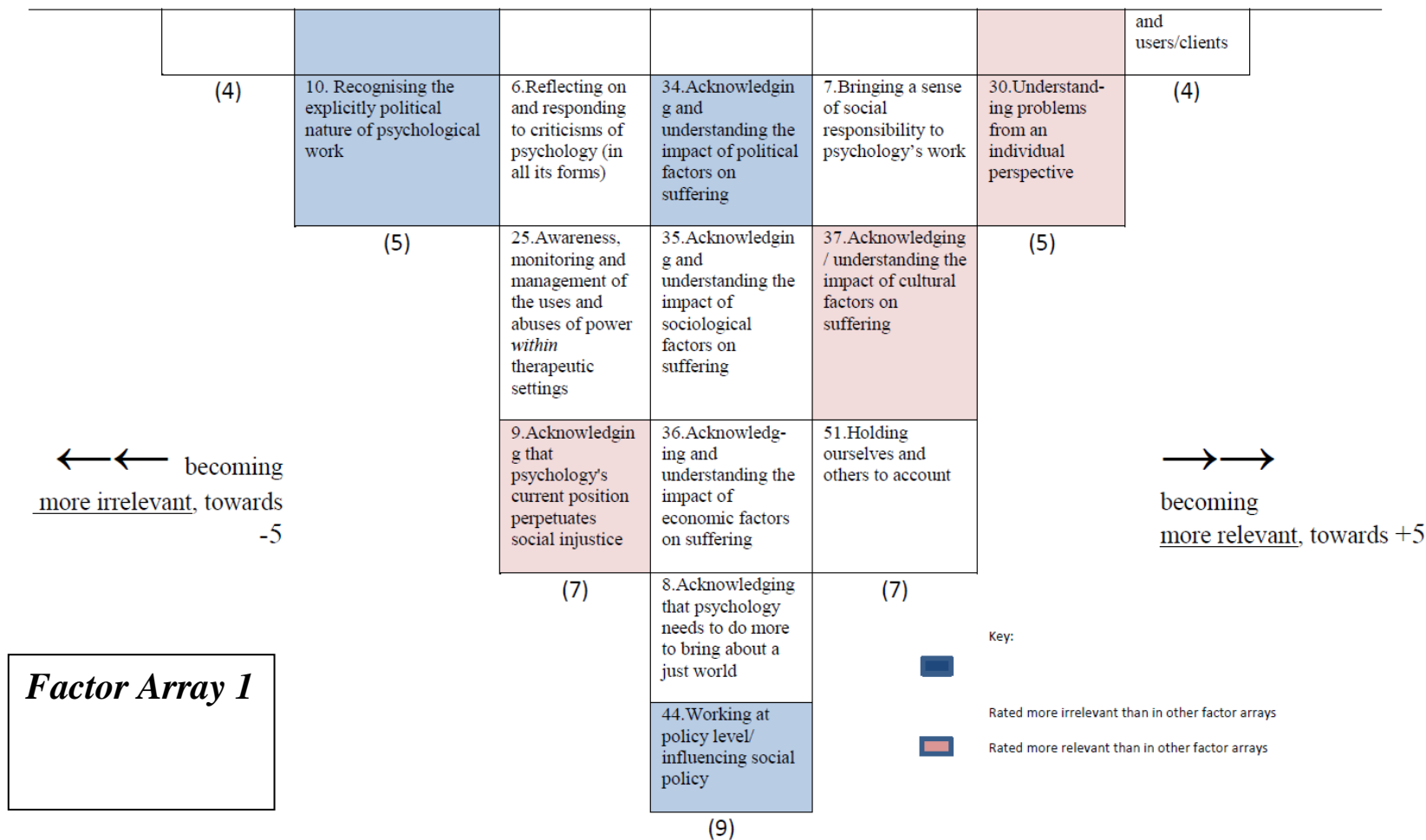
Appendix s.

<i>Table: Characteristics of the P-set of participants (Main Phase)</i>					
Participant/ Q-sort No.	Gender	Age	Role <u>TEP</u> -trainee EP; <u>AEP</u> -assistant EP; <u>DPEP</u> -deputy principal EP; <u>SSEP</u> -senior specialist EP.	Experience with SPCCPA [None (0), Limited (1), Some (2), Lots (3)]	Geo- graphical quadrant of the EP service.
7	F	30+	AEP	Some 2	South
3	M	40+	DPEP		
8			SSEP		
2	F	30+	EPs	Limited 1	South /West
6		50+		None 0	
16	F	50+	DPEP	Limited 1	North- East
1			EPs		
4		30+			
12		50+			
14	F	Withheld	EPs	None 0	West
5	M	30+		Limited 1	
9		50+		Some 2	
13	F	30+		TEP	
10	F	20+	TEPs	None 0	Mid
11				Limited 1	

15	M	50+	EP	Some 2	
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Means:	Males: 31%	<u>30+</u>	EPs: 56%	<u>1.25:</u> Mostly 'Limited' experience with SPCCPA	
		Age Range: 20+ to 50+			

41.Challenging the purpose; prevalence of globalisation	42.Challenging the purpose and prevalence of capitalism in contemporary society	33.Understanding problems from a global perspective	19.Aiding conscientization (2) (i.e. where oppressors develop an awareness and understanding of how they contribute towards oppression)	2.Collaborating with other social movements who are working towards a just world	3. Identifying and working against oppression in all its forms	1.Working towards a just world	31.Understanding problems from a community perspective	5.Working with the poor, marginalised, oppressed and disadvantaged	12.Drawing on skills, knowledge and expertise held by individuals and communities	15.Promoting individual and collective resilience
43.Challenging the purpose and prevalence of individualism in contemporary society	46.Work to rectify historical and cultural oppressions and inequality	23.Working outside of the accommodationist paradigm (i.e. accommodationist practice accepts injustice believing change is outside of its remit of legitimate work)	18.Aiding conscientization (1) (i.e. where the oppressed develop an awareness and understanding of the nature of their oppressing circumstances)	4.Acknowledging that much human suffering is a result of social injustice	39.Acknowledging and understanding the impact of religious / spiritual factors on suffering	17.Working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent, fundamental change than working with one person/problem at a time)	48.Understand & work with asset-based approaches to facilitate people & communities to achieve positive change using their own knowledge, skills & lived experience of issues affecting them	14.Recognising that professionals are not the only people who hold expertise	11.Working collaboratively and forming partnerships with others (i.e. working 'alongside of' not just 'on behalf of')	22.Promoting empowerment (i.e. a process by which people gain increasing control over their lives & circumstances)
(2)	47.Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice	50.Acknowledge how governments use effects of poverty to pathologise/ scapegoat	32.Understanding problems from national perspective	20.Promoting praxis (i.e. the integration of critical research, reflection and action) the combination of all three elements	13.“Giving psychology away” by sharing psychological knowledge, tools and resources with others	21.Promoting social justice (i.e. the fair and equitable allocation of bargaining power, resources, and burdens in society)	38.Acknowledging /understanding the impact of environmental factors	27.Working at the micro or personal level (i.e. with individuals)	28.Working at the meso or relational level (i.e. with families, schools, work-places)	(2)
(3)		26.Awareness, monitoring and management of the uses and abuses of power <i>outside</i> of therapeutic settings	40.Challenging governments and other institutions that perpetuate social injustice	45.Understand the ways in which economic arrangements determine people's behaviour/ threaten the environment	16.A focus on social and collective action as opposed to purely academic or philosophical discussion	24.Challenging the dominance of medical / psychiatric conceptualisations of distress	29.Working at the macro or collective level (i.e. with communities and society)	49.Co-production and collaboration : an equally shared approach between practitioner	(3)	



Appendix t.

6.Reflecting on and responding to criticisms of psychology (in all its forms)	33.Understanding problems from a global perspective	20.Promoting praxis (i.e. the integration of critical research, reflection and action -the combination of all three	2.Collaborating with other social movements who are working towards a just world	25.Awareness, monitoring and management of the uses and abuses of power <i>within</i> therapeutic settings	8.Acknowledging that psychology needs to do more to bring about a just world	50.Acknowledging how the UK /other governments use effects of poverty to pathologise/ scapegoat rather than understanding cognitive impact on problem-solving of poverty	4.Acknowledging that much human suffering is a result of social injustice	7.Bringing a sense of social responsibility to psychology's work	5.Working with the poor, marginalised, oppressed	22.Promoting empowerment (i.e. people gain increasing control of their lives
39.Acknowledging/ impact of religious / spiritual factors	51.Holding ourselves and others to account	30.Understanding problems from an individual perspective	3.Identifying and working against oppression in all its forms	18.Aiding conscientization (1) (i.e. where the oppressed develop understanding of their oppressing circumstances)	23.Working outside of the accommodationist paradigm (i.e. accommodationist practice accepts injustice believing change is outside of its remit of legitimate work)	10.Recognising the explicitly political nature of psychological work	13."Giving psychology away" by sharing psychological knowledge	12.Drawing on the skills, knowledge and expertise held by individuals and communities	14.Recognising professionals aren't the only experts	24.Challenging the dominance of medical concept of distress
(2)	32.Understanding problems from a national perspective	26.Awareness, monitoring and management of the uses and abuses of power <i>outside</i> of therapeutic settings	9.Acknowledging that psychology's current position perpetuates social injustice	27.Working at the micro or personal level (i.e. with individuals)	19.Aiding conscientization (2) (where oppressors develop awareness/ understanding of how they contribute towards oppression)	11.Working collaboratively and forming partnerships with others (i.e. working 'alongside of ' not just 'on behalf of')	21.Promoting social justice (i.e. fair & equitable allocation of bargaining power, resources, in society)	15.Promoting individual and collective resilience	49.Co-production/ collaboration: shared between practitioner & clients	(2)
(3)	47.Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice	41.Challenging the purpose and prevalence of globalisation in contemporary society	29.Working at the macro or collective level (i.e. with communities and society)	28.Working at the meso or relational level (i.e. with families, schools, workplaces)	16.A focus on social and collective action as opposed to purely academic or philosophical discussion	40.Challenging governments and other institutions that perpetuate social injustice	17.Working towards transformation vs. amelioration (i.e. trying to achieve more permanent fundamental change than can be achieved by working one person or one problem at a time)	(3)		

(4)	46. Work to rectify historical/cultural oppressions/inequality	35. Acknowledging and understanding the impact of sociological factors on suffering	31. Understanding problems from a community perspective	36. Acknowledging and understanding the impact of economic factors on suffering	44. Working at policy level and influencing social policy	(4)
	(5)	37. Acknowledging/understanding impact of cultural factors on suffering	38. Acknowledging/understanding impact of environmental factors on suffering	34. Acknowledging/understanding impact of political factors on suffering	(5)	
		1. Working towards a just world	43. Challenging purpose/prevalence of individualism in contemporary society	42. Challenging purpose and prevalence of capitalism in contemporary society		
		(7)	45. Understand ways economic arrangements determine people's behaviour/ threaten environment	(7)		
			48. Understand & work with asset-based approaches to facilitate people/ communities coming together to achieve positive change using own knowledge, skills/ experience of issues affecting them			
			(9)			

More irrelevant towards -5 ←←

More relevant →→ Towards +5



Rated more relevant than in other factor arrays

Rated more irrelevant than in other factor arrays

Factor Array 2

Appendix u.

33.Unders tanding problems from global perspec- tive	2.Collaborat- ing with other social movements working towards just world	18.Aiding conscientis- ation (1) (<i>oppressed</i> develop awareness / understanding of nature of oppressing circumstance)	19.Aiding conscientisation (2) (where <i>oppressors</i> develop an awareness /understanding of how they contribute towards oppression)	6.Reflecting on / responding to criticisms of psychology (in all its forms)	43.Challengin g purpose / prevalence of individualism in contemporary society	7.Bringing sense of social responsibility to psychology's work	12. Drawing on skills, knowledge / expertise held by individuals / communities	11.Working collaborative-ly / forming partnerships with others (working 'alongside of' not just 'on behalf of')	22.Promo t-ing empower- ment (people gain increasing control over their lives / circum- stances)	1.Worki ng towards just world
41.Chall- enging purpose/ preval- ence of globalisa- tion in contemp- orary society	9.Acknowl- edging that psychology's current position perpetuates social injustice	26.Awareness , monitoring / management of uses / abuses of power <i>outside</i> therapeutic settings	13."Giving psychology away" by sharing psychological knowledge, tools / resources with others	16.A focus on social / collective action as opposed to purely academic or philosophical discussion	4.Acknowledg ing that much human suffering is result of social injustice	29.Working at macro or collective level (with communities / society)	17.Working towards transformation as opposed to amelioration (to achieve more permanent / fundamental change than working with one person or one problem at time)	15.Promoting individual / collective resilience	40.Challe nging govern- ments / other institution s that perpetuate social injustice	44.Work -ing at policy level / influen -ing social policy
(2)	42.Challeng- ing the purpose / prevalence of capitalism	32.Understand ing problems from national perspective	14.Recognising that professionals are not only people who hold expertise	37.Acknowledgin g / understanding impact of cultural factors on suffering	8.Acknowledg ing that psychology needs to do more to bring about just world	30.Understanding problems from an individual perspective	20.Promoting praxis not just researching without reflecting	21.Promoting social justice (equitable allocation of bargaining power, resources / burdens in society)	51.Hol- -ding ourselves / others to account	(2)
(3)		39.Acknowl- edging / understanding impact of religious / spiritual factors on suffering	25. Awareness, monitoring and management of the uses and abuses of power <i>within</i> therapeutic settings	23.Working outside accommodationist paradigm (accepts injustice believing change is outside of its remit of legitimate work)	10.Recognisin g explicitly political nature of psychological work	35.Acknowledgin g / understanding impact of sociological factors on suffering	28.Working at meso or relational level (with families, schools, workplaces)	34.Acknowledg- ing /understand- ing impact of political factors on suffering	(3)	

(4)	47. Work in solidarity with other anti-oppressive movements/those working to achieve greater social justice	24. Challenging dominance of medical / psychiatric conceptualisations of distress	27. Working at micro or personal level (with individuals)	3. Identifying / working against oppression in all its forms	38. Acknowledging / understanding impact of environmental factors on suffering	(4)
(5)		5. Working with the poor, marginalised, oppressed / disadvantaged	31. Understanding problems from community perspective	48. Understand/work with asset-based approaches which facilitate people/communities to come together to achieve positive change using their own knowledge, skills /lived experience of issues affecting them	Key:  Rated more <u>relevant</u> than in other factor arrays (5)  Rated more <u>irrelevant</u> than in other factor arrays	(5)
(7)	45. Understand ways economic arrangements determine our behaviour / threaten environment	46. Work to rectify historical / cultural oppressions / inequality	49. Co-production / collaboration: shared approach between practitioner / clients	50. Acknowledging how the UK & other governments use effects of poverty to pathologise & scapegoat		(7)
		(7)	36. Acknowledging / understanding impact of economic factors			(9)

More irrelevant
←←

More relevant
→→

Factor Array 3

Appendix v.

Appendix w. *Data about people numbers in the EP Service (June 2018).*

			Mid	North East	South	West	<u>Whole Service</u>	<u>Percent- ages</u> (%)
EPs & Senior Specialist (SSEPs) EPs	Male EPs	All EPs	3	2	1	2	8	13.8
	Female EPs		11	7	6	11	35	46.5
	Male SSEPs	All SSEPs	2	1	3	0	6	10.3
	Female SSEPs		3	3	4	2	12	10.3
Trainee & Assistant EPs	Male TEPs	All TEPs	0	0	0	0	0	0.0
	Female TEPs		1	0	1	0	2	3.5
	Male AEPs	All AEPs	0	0	0	0	0	0.0
	Female AEPs		2	1	1	1	5	8.6
Managers	Male DPEPs	DPEPs	0	0	1	1	2	3.5
	Female DPEPs		1	1	0	0	2	3.5
TOTALS	Whole Service		18	12	13	15	58	100%

Percentage of women in the Service at the time (%)	72.4
Percentage of men in the Service at the time (%)	27.6

Appendix x. *Table Q-sort ratings of 51 statements by 16 participants*

Items:	Participants:																Total:	Rank:
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
22	3	5	2	1	1	3	4	2	2	4	2	2	4	5	5	4	49	1
15	0	5	-1	1	5	5	3	3	-1	5	1	3	0	5	3	5	42	2
12	2	2	-2	5	2	4	1	2	4	5	2	3	-1	3	3	3	38	3
49	1	4	1	0	3	4	4	5	0	1	0	2	0	3	5	0	33	3
11	3	3	0	4	1	4	2	3	-1	3	2	2	3	3	-1	0	31	4
5	-5	4	5	3	5	0	3	4	2	4	-3	1	4	-1	3	-2	27	5
14	1	3	1	2	4	3	4	3	0	4	1	1	-1	1	4	-4	27	5
24	-2	3	5	5	1	1	3	0	3	1	0	2	-1	1	4	-1	25	6
28	1	3	-4	0	1	2	1	4	1	3	1	5	2	4	-1	1	24	7
44	3	2	3	1	-2	1	3	-2	4	-1	5	0	2	0	0	4	23	8
17	2	2	2	-3	4	-1	5	1	0	-1	-1	2	4	2	2	1	21	9
7	4	0	2	3	2	1	2	0	1	2	0	1	-3	0	2	2	19	10
1	-2	-1	3	-5	3	5	5	0	-4	0	3	-1	5	1	-3	5	14	11
21	-2	1	-1	2	4	1	1	0	1	0	4	0	5	0	3	0	18	11
48	0	-4	2	-1	1	3	-1	5	0	2	-3	3	0	2	-1	4	12	12
27	1	-1	-3	-3	0	2	-1	4	1	3	0	5	0	4	0	-1	11	13
31	-3	1	-3	4	1	2	1	1	-1	1	2	4	-3	2	0	2	11	13
51	5	2	0	1	1	2	-1	0	-3	1	3	3	2	-2	-4	1	11	13
29	3	2	-4	0	-3	1	1	1	-3	3	3	1	-1	4	0	1	7	14
40	-1	0	4	1	-3	-3	1	2	2	-3	4	-1	3	-4	1	3	6	15
13	2	4	-4	4	2	1	2	3	-2	-1	1	-2	0	-4	4	-5	5	16
30	1	-1	-3	-4	-1	2	-1	2	0	1	3	4	1	3	-2	0	5	16
36	-1	0	1	2	0	0	-2	-1	3	0	-2	0	1	2	1	1	5	16
4	0	0	4	3	3	-1	-1	1	0	0	1	-4	3	-3	1	-3	4	17
34	0	0	-1	0	-2	-2	0	1	2	-1	4	0	1	-1	1	2	4	17
38	-1	1	1	1	-5	3	-5	1	-2	1	-1	0	3	2	2	3	4	17
20	5	-1	1	2	-2	0	-1	-1	1	-4	0	4	2	0	-4	0	1	18

37	1	1	0	-2	3	2	0	1	0	0	-4	0	1	1	-3	0	1	18
35	0	1	-1	0	-3	0	0	-1	5	1	-3	0	1	0	-3	3	0	19
10	4	-3	0	-1	-1	-2	2	-3	4	-1	1	1	0	-1	1	-3	-2	20
8	2	-2	-2	0	0	0	1	-3	1	2	1	1	-1	-2	-1	0	-3	21
50	-2	-2	2	-1	0	-1	-2	-2	3	-3	5	-4	2	-1	2	-1	-5	22
16	0	0	-1	-2	2	-4	0	-1	0	0	0	-1	-1	1	2	-1	-6	23
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25	-4	0	4	-2	0	-2	0	-1	-1	-2	-1	-1	-2	1	-2	0	-9	24
45	0	-3	0	0	-2	1	-2	-2	-2	-1	-2	-1	0	0	1	0	-13	25
19	-1	-4	3	1	0	0	-3	-1	2	-2	-5	-2	-2	-2	0	2	-14	26
23	2	-3	-2	-1	-1	-3	0	-1	0	-2	-2	-5	-4	1	0	1	-20	27
6	4	-2	-2	0	2	-1	-1	0	-5	0	0	-2	-3	-4	-5	-2	-21	28
18	-2	-4	0	-3	-1	-3	-3	2	1	-2	-2	-2	-2	-2	-1	-1	-21	28
43	-1	-1	0	-1	0	-1	-3	-4	3	-5	-1	-3	-3	-5	0	2	-23	29
26	-1	0	3	-2	-1	-1	-4	0	-2	-4	-2	-4	-2	0	-2	-2	-24	30
32	1	1	-5	2	-4	-4	0	-2	-1	-1	-1	-1	-1	-1	-4	-3	-24	30
2	-1	-3	0	-1	-1	0	-2	0	-5	0	-1	-3	-5	-3	-1	-1	-27	31
46	-3	-5	1	0	0	-3	-4	-2	-3	-5	2	0	1	-3	-1	-2	-27	31
9	-3	-2	-2	-1	-4	0	-3	-3	-1	2	0	-5	-2	-2	0	-5	-31	32
42	-5	-2	1	-4	-4	-4	0	-5	5	-3	-5	-3	-4	-1	1	-1	-34	33
33	-3	1	-3	3	-2	-2	-4	-4	-2	-4	-4	-1	-4	-1	-2	-4	-36	34
39	-4	-1	-5	-2	-3	-1	-5	-3	-4	0	-3	0	1	0	-5	-2	-37	35
47	0	-5	0	-3	-1	-2	-2	-4	-3	-2	-1	-2	0	-3	-2	-3	-37	35
41	-4	0	-1	-4	-5	-5	0	-5	-4	-3	-4	-3	-5	-5	0	-4	-51	36

The five highest or 'most relevant' ranking statements overall were:

1st: (22) Promoting empowerment (i.e. a process by which people gain increasing control over their lives and circumstances)

2nd: (15) Promoting individual and collective resilience

3rd: (12) Drawing on the skills, knowledge and expertise held by individuals and communities

4th: (49) Co-production and collaboration: an equally shared approach between practitioner and users/clients

5th (**Jointly**): (11) Working collaboratively and forming partnerships with others (i.e. working 'alongside of ' not just 'on behalf of')

AND (14) Recognising that professionals are not the only experts

The five lowest or 'most irrelevant' ranking statements overall were:

32nd: (9) Acknowledging that psychology's current position perpetuates social injustice

33rd: (42) Challenging the purpose and prevalence of capitalism in contemporary society

34th: (33) Understanding problems from a global perspective

35th: (**Jointly**): (39) Acknowledge/understand impact of religious/spiritual factors

AND (47) Work in solidarity with other anti-oppressive movements

36th: (41) Challenging the purpose and prevalence of globalisation

Appendix y.

Why straightforward ranking was inadequate.

The innovation that Stephenson presented when he invented Q was one intended to overcome the atomistic tendency of deriving data by variable or by item (Watts & Stenner, 2012, p. 149). His drive was to present viewpoints, not split up as if they are isolated facts, but in relation to the whole. Thus, for each Q-sort, the array of responses and ratings of items relative to each other; the gestalt consideration, is vital. So, simply examining the highest or lowest ranking statements across Q-sorts becomes vulgar and runs counter to the honouring of persons as complex beings and to the abductive intention of the research (see section 4.2). From an ethical point of view, it is important to make use of the efforts that were required of participants to rank the statements relative to each other. All this leads on to a main focus on factor arrays, as opposed to individual statements, as the basis of interpretation, that will be given detailed consideration later on in this chapter. This is the purpose of choosing Q within the framework of critical realism.

Appendix z.

Matrix of Percentages of Correlation between Sorts. (Boxes shaded grey indicate significant correlation.)

<u>Q-sorts/</u> participants :	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1 F50+EPLiN	100	18	-16	21	17	33	32	26	5	27	36	37	16	23	-5	21
2 F30+EPLiS	18	100	0	48	39	47	59	48	13	52	25	41	33	47	45	16
3 M40+DPSS	-16	0	100	6	26	7	21	9	29	-16	-1	-15	28	-12	30	23
4 F30+EPLiN	21	48	6	100	25	33	14	26	21	27	21	22	10	7	38	1
5 M30+EPLiW	17	39	26	25	100	46	54	55	3	42	20	31	33	25	37	14
6 F50+EPNW	33	47	7	33	46	100	33	60	0	63	28	52	40	56	28	44
7 F30+AESS	32	59	21	14	54	33	100	41	24	48	35	39	32	36	44	28
8 M40+SSLiS	26	48	9	26	55	60	41	100	3	61	25	55	39	54	34	30
9 M50+EPSW	5	13	29	21	3	0	24	3	100	6	6	15	16	17	40	29
10 F20+TENM	27	52	-16	27	42	63	48	61	6	100	21	56	24	63	30	27
11 F20+TELiM	36	25	-1	21	20	28	35	25	6	21	100	26	47	15	20	25
12 F50+EPLiN	37	41	-15	22	31	52	39	55	15	56	26	100	35	66	7	39
13 F30+EPSW	16	33	28	10	33	40	32	39	16	24	47	35	100	28	13	32
14 F??EPNW	23	47	-12	7	25	56	36	54	17	63	15	66	28	100	25	46
15 M50+EPSM	-5	45	30	38	37	28	44	34	40	30	20	7	13	25	100	7
16 F50+DPLoN	21	16	23	1	14	44	28	30	29	27	25	39	32	46	7	100

Appendix aa.

Correlative significance

A correlation can be said to be significant, that is, demonstrating a genuine relationship beyond what might occur through mere coincidence, using the following equation⁴¹ (Brown 1980, pp. 283-4):

$$2.58 \times (1 / \sqrt{\text{No. of items in the Q-set}})$$

Watts and Stenner (2012) show how, on this basis, correlations had to be at ± 0.36 (that is 36%) or greater, to be significant in the study. The correlations shaded grey in the table above, show where this was the case; the emerging pattern formed being symmetrical at the axis formed by the diagonal line through the 100% correlation of each Q-sort with itself. The strongest correlation emerged between Q-sort 12 and Q-sort 14 at 66%. These Q-sorts were produced by two female EPs, one aged 50+ (Q-sort 12) and one who declined to give her age ('??'). They were from different quadrants of the EP service (North (N) and West (W) respectively). The 50+ year old described herself as having had 'limited' experience of SPCCPA. The other EP described herself as having had 'none' of this experience ('N').

⁴¹ This was at the $p < 0.01$ level, that is, less than 1% probability (p) of being wrong.

Appendix bb.

Choice of factor analysis method

Watts and Stenner's (2012) recommendation was also adopted, of using Horst's 5.5 Centroid⁴² Factor Analysis (as opposed to Principal Component factor analysis) as provided by Schmolck's (2014) PQMethod programme, instead of the factor analysis process described in Brown (1980). This was combined with the choice of the Varimax type of rotation with the following aims: 1. To maximise the number of Q-sorts loading significantly on the extracted factors; 2. to explain a healthy amount of the overall study variance; and 3 to satisfy both the above requirements using an appropriate number of factors (actually, the smallest that is sensible). (Adapted from Watts and Stenner, 2012, p. 197).

⁴² Centroid means 'factor'.

Appendix cc.

<i>Table: <u>Unrotated</u> (0° rotation) Factor Matrix</i>			
<i>(negative loadings are emboldened)</i>			
Participants / Q-sorts	Factors and loadings		
	1	2	3
1	0.3606	0.2398	0.0697
2	0.6800	-0.1567	-0.2491
3	0.1747	-0.4229	0.3224
4	0.3983	-0.2114	-0.1778
5	0.5829	-0.1223	-0.0531
6	0.7331	0.2571	-0.1660
7	0.6860	-0.1912	0.0822
8	0.7253	0.1350	-0.2440
9	0.2860	-0.2753	0.2164
10	0.6955	0.2159	-0.3906
11	0.4399	0.1051	0.3015
12	0.6527	0.3931	-0.0566
13	0.5400	0.0767	0.3066
14	0.6393	0.3410	-0.1821
15	0.5356	-0.6164	-0.1411
16	0.4918	0.2325	0.3614
Eigenvalues	5.0694	1.2857	0.8702 (= ≤ 1)
% of common variance explained	32	8	5

Appendix dd.

What is an Eigenvalue?

An Eigenvalue is calculated by adding together the squares of all the factor loadings for the factor: The factor loadings for Factor 1 being the 16 values listed in the column under Factor 1 in the table above.

Appendix ee. *Factor weights*

“An estimate of the factor viewpoints” or “factor estimate” began with “weighted averaging” of the set of Q-sorts with significant loading on one factor (Watts & Stenner, 2012, p. 129). Confounded Q-sorts that load significantly onto more than one factor were excluded at this point.

Previously, the level of significance for factor loading was calculated at 0.36 or more (Brown, 1980, p.222).

The table that follows shows that a rotation process was indeed found so that the number of negative factor loadings was reduced for the better. The ‘x’s in the table show loadings that were significant for being at or above the 0.36 level established previously (see section 4.3.1).

Appendix ff.

Table 1: Rotated Factor Matrix with an 'x' indicating a defining Q-sort⁴³ (loaded significantly at ≥ 0.36).

Rotated Factor loadings, variance and communality (h^2 %)

= confounded sort loading significantly onto more than one factor.

Participants' Q-sorts	F1	(F1) ²	F2	(F2) ²	F3	(F3) ²	h^2 (F1) ² + (F2) ² + (F3) ²	h^2 %
15 M50+EPSM	0.2297	.052762	0.7877 x	.620471	-0.1155	.013340	0.68657	69
10 F20+TENM	0.7702 x	.593208	0.1840	.033856	0.2365	.055932	0.68299	68
6 F50+EPNW	0.6389 x	.408193	0.2032	.041290	0.4261	.181561	0.63105	63
8 M40+SSLiS	0.6539 x	.427585	0.2856	.081567	0.3077	.094679	0.60383	60
12 F50+EPLiN	0.5527 x	.305477	0.0620	.003844	0.5238	.274366	0.58369	58
14 F??EPNW	0.6214 x	.386138	0.0789	.006225	0.4071	.165730	0.55809	56
2 F30+EPLiS	0.5395 x	.291060	0.4912	.241277	0.1293	.016719	0.54906	55
7 F30+AESS	0.2867	.082197	0.5666 x	.321036	0.3329	.110822	0.51406	51
16 F50+DPLoN	0.0971	.009428	0.1515	.022952	0.6279 x	.394258	0.42664	43
5 m30+EPLiW	0.3473	.120617	0.4329 x	.187402	0.2226	.049551	0.35757	36
3 M40+DPSS	-0.2675	.071556	0.4833 x	.233579	0.0905	.008190	0.31333	31

⁴³ Note that, following rotation, each of the 16 Q sorts becomes a defining sort loading onto one of the three factors

11	F20+TELiM	0.0707	.004999	0.2147	.046096	0.4943 x	.244333	0.29543	30
13	F30+EPSW	0.1175	.013806	0.2968	.088092	0.5381 x	.289552	0.26763	27
4	F30+EPLiN	0.3022	.091325	0.3789 x	.143565	-0.0068	.000046	0.23494	24
9	M50+EPSW	-0.0767	.005883	0.4166 x	.173556	0.1579	.024932	0.20437	20
1	F50+EPLiN	0.2376	.056454	0.0296	.000876	0.3675 x	.135056	0.19239	19
Eigenvalues (sum of the squared loadings):			2.9207		2.2457		2.0591		
% variance explained:		1 8		14		13		Total variance explained: <u>45%</u>	

Appendix gg. *Table of key factor extraction information.*

Factor defining Q-sorts for the three factors in this study.					
Factor number	Q-sorts that loaded significantly onto the factor	Total	Cumulative total	Factor was significant according to Humphrey's rule?	
				Two highest factor loadings > 0.28? (✓/ x)	Significant? (✓/ x)
1	10, 8	2	2	0.77 + 0.65 = 1.42 (✓)	✓
2	15, 7, 5, 3, 4, 9	6	8	0.79 + 0.57 = 1.36 (✓)	✓
3	16, 11, 13, 1	4	12	0.63 + 0.54 =	✓

				1.17 (✓)	
Confounded Q-sorts (that loaded significantly onto more than one factor)	6, 12, 14, 2	4	<u>16</u>		
Non-significant Q-sorts	None / all significant	0			

Appendix hh. *Factor weights calculations for the three factors (Brown, 1980, p. 241-20):*

Factor 1

a.

Q-sort 10

Factor loading / (1 – factor loading²)

$$= 0.7702 / (1 - (0.7702)^2) = 0.7702 / (1 - 0.59320804) = 0.7702 / 0.40679196 =$$

1.8934

Q-sort 8

Factor loading / (1 - factor loading²)

$$= 0.6539 / (1 - (0.6539)^2) = 0.6539 / (1 - 0.42758521) = 0.6539 / 0.57241479 =$$

1.1424

b. Reciprocal of largest factor weight from factor 1 = 1/initial factor weight of Q-sort
= 1/1.8934 = **0.5282**

c. Final factor weights:

for Q-sort 10:

Initial factor weight multiplied by reciprocal b (Brown, 1980, p. 242):

$$1.8934 \times 0.5282 = \mathbf{1.0001}$$

$$\text{Q-sort 8} = 1.1424 \times 0.5282 = \mathbf{0.6034}$$

Factor 2

a.

Q-sort 15

Factor loading / (1 - factor loading²)

$$= 0.7877 / (1 - (0.7877)^2) = \dots / (1 - 0.62047129) = 0.7877 / 0.37952871 = \mathbf{2.0755}$$

Q-sort 7

Factor loading / (1 – factor loading²)

$$= 0.5666 / (1 - (0.5666)^2) = 0.5666 / (1 - 0.32103556) = 0.5666 / 0.67896444 =$$

0.8345

Q-sort 5

Factor loading / (1 – factor loading²)

$$= 0.4329 / (1 - (0.4329)^2) = 0.4329 / (1 - 0.18740241) = 0.4329 / 0.81259759 =$$

0.5327

Q-sort 3

Factor loading / (1 – factor loading²)

$$= 0.4833 / (1 - (0.4833)^2) = 0.4833 / (1 - 0.23357889) = 0.4833 / 0.76642111 =$$

0.6306

Q-sort 4

Factor loading / (1 – factor loading²)

$$= 0.3789 / (1 - (0.3789)^2) = 0.3789 / (1 - 0.14356521) = 0.3789 / 0.85643479 =$$

0.4424

Q-sort 9

Factor loading / (1 – factor loading²)

$$= 0.4166 / (1 - (0.4166)^2) = 0.4166 / (1 - 0.17355556) = 0.4166 / 0.82644444 =$$

0.5041

b.

Reciprocal of largest factor weight from factor 2 = 1/initial factor weight of Q-sort =
1/2.0755 = **0.4818**

c. Final factor weights:

for Q-sort 15:

Initial factor weight multiplied by reciprocal b (Brown, 1980, p. 242):

$$2.0755 \times 0.4818 = 0.9999759 \text{ rounded to } \mathbf{1.0}$$

$$\text{Q-sort 7} = 0.8345 \times \mathbf{0.4818} = 0.4021$$

$$\text{Q-sort 5} = 0.5327 \times \mathbf{0.4818} = 0.2567$$

$$\text{Q-sort 3} = 0.6306 \times \mathbf{0.4818} = 0.3038$$

$$\text{Q-sort 4} = 0.4424 \times \mathbf{0.4818} = 0.2132$$

$$\text{Q-sort 9} = 0.5041 \times \mathbf{0.4818} = 0.2429$$

Factor 3

a.

Q-sort 16

Factor loading / (1 – factor loading²)

$$= 0.6279 / (1 - (0.6279)^2) = 0.6279 / (1 - 0.39425841) = 0.6279 / 0.60574159 = \mathbf{1.0366}$$

Q-sort 11

Factor loading / (1 – factor loading²)

$$= 0.4943 / (1 - (0.4943)^2) = 0.4943 / (1 - 0.24433249) = 0.4943 / 0.75566751 = \mathbf{0.5948}$$

Q-sort 13

Factor loading / (1 – factor loading²)

$$= 0.5381 / (1 - (0.5381)^2) = 0.5381 / (1 - 0.28955161) = 0.5381 / 0.71044839 = \mathbf{0.7574}$$

Q-sort 1

Factor loading / (1 – factor loading²)

$$= 0.3675 / (1 - (...)^2) = ... / (1 - 0.13505625) = 0.3675 / 0.86494375 = \mathbf{0.4249}$$

b. Reciprocal of largest factor weight from factor 3 = $1/\text{initial factor weight of Q-sort}$
 $= 1/1.0366 = \mathbf{0.9647}$

c. Final factor weights:

for Q-sort 16:

Initial factor weight multiplied by reciprocal b (Brown, 1980, p. 242):

$1.0366 \times 0.9647 = 1.00000802$ rounded to **1.0**

Q-sort 11 = $0.5948 \times 0.9647 = 0.5738$

Q-sort 13 = $0.7574 \times 0.9647 = 0.7307$

Q-sort 1 = $0.4249 \times 0.9647 = 0.4099$

Appendix ii. *The effect of the calculations that were made above (leaving out confounded Q-sorts) is to show how the Q-sorts contribute relatively to each final factor estimate (Watts & Stenner, 2012, p.132), as follows:*

Factor	Q-sort	Factor weighting	Contribution to final factor estimate (%)
1	10	1.0001	100
	8	0.6034	60
2	15	1.0	100
	7	0.4021	40
	3	0.3038	30
	5	0.2567	26
	9	0.2429	24
	4	0.2132	21
3	16	1.0	100
	13	0.7307	73
	11	0.5738	57
	1	0.4099	41

Appendix jj. *In deriving the final factor estimate, the -5 to +5 ranking of items for each Q-sort must be converted to numbers from 1 to 11, thus:*

<i>Original ranking:</i>	-5	-4	-3	-2	-1	0	1	2	3	4	5
<i>1 to 11 Conversion:</i>	1	2	3	4	5	6	7	8	9	10	11

Appendix kk. *Table showing a section of the calculation of resultant factor estimates for Factor 1 from the non-confounded significant Q-sorts therein.*

Example:

		Factor 1							
Item no.	Q-sort 10	New 1 to 11 ranking	<u>Weighted score:</u> New rank x factor weight 1.0001	Q-sort 8	New 1 to 11 ranking	<u>Weighted score:</u> New rank x factor weight 0.6034	Total	Ranked Z score	Factor array rating
15	5	11	11.0011	3	9	5.4306	16.4317	1.9855633	+5
12	5	11	11.011	2	8	4.8272	15.8382	1.814094	+5

...and so on ...

43	-5	1	1.0001	-4	2	1.2068	2.2069	-2.12575	-5
Mean of total weighted score for all items							9.5617		

Appendix II. *Converting weighted scores to 'Z' scores*

The next stage was the conversion of the Total Weighted Scores to so called 'Z' scores, or standardised scores, to enable cross factor comparison. Brown (1980, pp. 242-3) offers the following calculation for derivation of Z-scores:

Total weighted score – mean of total weighted scores for all items

Standard deviation (σ) of total weighted scores for all items

Thus:

$$\sigma = \frac{\sqrt{[\sum(x - \bar{x})^2]}}{n} = \underline{\underline{3.459855}} \quad (\text{Where } \bar{x} \text{ refers to 'the mean', } n \text{ to the number in the sample.)}$$

The Factor Loading table and crib-sheet for Factor 1 was included in the main body of the research report. Similarly, the details for the other two factors are below:

Appendix mm. *Details of Factor 2*

Q-sort	Participant	Factor 2 loading	Other factors Q-sorts are confounded with
15	M50+EPSM	0.7877	Not confounded
7	F30+AESS	0.5666	Not confounded
2	F30+EPLiS	0.4912	Factor 1
3	M40+DPSS	0.4833	Not confounded
5	M30+EPLiW	0.4329	Not confounded
9	M50+EPSW	0.4166	Not confounded
4	F30+EPLiN	0.3789	Not confounded

Appendix nn.

<i>Factor 2 Crib Sheet</i>		
Items that ranked as <u>more relevant</u> in Factor 2 than in any other factor:		
24	Challenging the dominance of medical / psychiatric conceptualisations of distress*	5
5	Working with the poor, marginalised, oppressed and disadvantaged	4
14	Recognising that professionals are not the only experts	4
49	Co-production and collaboration: an equally shared approach between practitioner and users/clients	4
7	Bringing a sense of social responsibility to psychology's work	3
17	Working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent and fundamental change than can be achieved by working with one person or problem at a time)	3
4	Acknowledging that much human suffering is a result of social injustice	2
13	"Giving psychology away" by sharing psychological knowledge, tools and resources with others	2
42	Challenging the purpose and prevalence of capitalism in contemporary society	1
10	Recognising the explicitly political nature of psychological work	1
16	A focus on social and collective action as opposed to purely academic or philosophical discussion	1
36	Acknowledging and understanding the impact of economic factors on suffering or experience	1
23	Working outside of the accommodationist paradigm (i.e. accommodationist practice accepts injustice believing change is outside of its remit of legitimate work)	0
19	Aiding conscientisation (2) (where <i>oppressors</i> develop awareness /understanding of how they contribute towards oppression.	0
45	Understand ways economic arrangements determine people's behaviour/threaten the environment	0

18	Aiding conscientisation (1) (<i>oppressed</i> develop awareness / understanding of nature of oppressing circumstance)	-1
41	Challenging the purpose and prevalence of globalisation in contemporary society	-2
<p>Items that ranked as <u>more irrelevant</u> in Factor 2 than in any other factor:</p>		
11	Working collaboratively and forming partnerships with others (i.e. working 'alongside of' not just 'on behalf of')	1
28	Working at the meso or relational level (i.e. with families, schools, workplaces)	0
38	Acknowledging and understanding the impact of environmental factors on suffering	0
48	Understand and work with asset-based approaches which facilitate people & communities to come together to achieve positive change using their own knowledge, skills & lived experience of the issues affecting them	0
1	Working towards a just world	-1
27	Working at the micro or personal level (i.e. with individuals)	-1
29	Working at the macro or collective level (i.e. with communities and society)	-1
35	Acknowledging and understanding the impact of sociological factors on suffering	-1
3	Identifying and working against oppression in all its forms	-2
20	Promoting praxis (i.e. the integration of critical research, reflection and action)	-3
30	Understanding problems from an individual perspective	-3
51	Holding ourselves and others to account	-4
32	Understanding problems from a national perspective	-4
6	Reflecting on and responding to criticisms of psychology (in all its forms)	-5
39	Acknowledging and understanding the impact of religious / spiritual factors on Suffering	-5

***Note that there is only one statement rated at +5 that is distinctively rated for this factor.**

Appendix oo.

Details of Factor 3

Q-sort	Participant	Factor 3 loading	Other factors Q-sorts are confounded with
16	F50+DPLoN	0.6279	Not confounded
13	F30+EPSW	0.5381	Not confounded
12	F50+EPLiN	0.5238	Factor 1
11	F20+TELiM	0.4943	Not confounded
6	F50+EPNW	0.4261	Factor 1
14	F??EPNW	0.4071	Factor 1
1	F50+EPLiN	0.3675	Not confounded

Appendix pp.

<i>Factor 3 Crib Sheet</i>		
Items that ranked as <u>more relevant</u> in Factor 3 than in any other factor		
1	Working towards a just world	5
44	Working at policy level and influencing social policy	5
40	Challenging governments and other institutions that perpetuate social injustice	4
51	Holding ourselves and others to account	4
34	Acknowledging/understanding impact of political factors on suffering	3
21	Promoting social justice (i.e. the fair and equitable allocation of bargaining power, resources, and burdens in society)	3
20	Promoting praxis (i.e. the integration of critical research, reflection and action (the combination of all three elements – not just researching without acting, or acting without reflecting	2
35	Acknowledging and understanding the impact of sociological factors on suffering	1
3	Identifying/working against oppression in all its forms	1
46	Work to rectify historical /cultural oppressions / inequality	0
47	Work in solidarity with other anti-oppressive movements/ those working to achieve greater social justice	-2
Items that ranked as <u>more irrelevant</u> in Factor 3 than in any other factor		
22	Promoting empowerment (people gain increasing control over their lives/circumstances	4
12	Drawing on skills, knowledge/ expertise held by individuals / communities	2
49	Co-production and collaboration: an equally shared approach between practitioner and users/clients	0
5	Working with the poor, marginalised, oppressed and disadvantaged	-1
24	Challenging dominance of medical/psychiatric conceptualisations of distress	-1
16	A focus on social/collective action as opposed to purely academic or philosophical discussion	-1
13	“Giving psychology away” by sharing psychological knowledge, tools and resources with others	-2
14	Recognising that professionals are not the only people who hold expertise	-2

25	Awareness, monitoring and management of the uses and abuses of power <i>within</i> therapeutic settings	-2
18	Aiding conscientization (1) (i.e. where the oppressed develop an awareness and understanding of the nature of their oppressing circumstances)	-3
2	Collaborating with other social movements who are working towards a just world	-4
9	Acknowledging that psychology's current position perpetuates social injustice	-4
33	Understanding problems from a global perspective*	-5

*Note that there is only one statement rated at -5 which is distinctively rated for Factor 3

Appendix qq.

Table: Consensus between Factors

	Ratings			Diff -erence
	F1	F2	F3	
Consensus across all Factors:				
8.Acknowledging that psychology needs to do more to bring about a just world	All 0			(0)
26. Awareness, monitoring and management of the uses and abuses of power <i>outside</i> settings...	All -3			(0)
Consensus between Factors 1 and 2:				
25. Awareness, monitoring and management of the uses and abuses of power <i>inside</i> ...	-1	-1	-2	(1)
22.Promoting empowerment (i.e. a process by which people gain ...	5	5	4	Although only (1)

Consensus between Factors 1 and 3:				
41. Challenging the purpose and prevalence of globalisation in...	-5	-2	-5	(3)
42. Challenging the purpose and prevalence of capitalism in contemporary society	-4	1	-4	And greatest differ rence with rem -aining factor of (5)
19. Aiding conscientization (2) (i.e. where oppressors develop a...	-2	0	-2	(2)
6. Reflecting on and responding to criticisms of psychology...	-1	-5	-1	(4)
45. Understand the ways in which economic arrangements determine...	-1	0	-1	(1)
36. Acknowledging and understanding the impact of economic factors...	0	1	0	(1)
7. Bringing a sense of social responsibility to psychology's wo...	1	3	1	(2)
38. Acknowledging and understanding the impact of environmental factors...	2	0	2	(2)
Consensus between Factors 2 and 3:				
37. Acknowledging and understanding the impact of cultural factors...	1	-1	-1	(2)
43. Challenging the purpose and prevalence of individualism ...	-5	0	0	(5)
31. Understanding problems from a community perspective...	2	0	0	(2)
50. Acknowledging how the UK and other governments use the effects of poverty to pathologise...	-3	1	1	(4)
15 Promoting individual and collective resilience	5	3	3	(2)

Appendix rr.

Comments about the rationale and experience of rating the statements.

Q SORT PARTICIPANT	TWO 'MOST RELEVANT' STATEMENTS	WHY ARE THESE 'MOST RELEVANT' FOR YOU?	TWO 'LEAST RELEVANT' (MOST IRRELEVANT) STATEMENTS	WHY ARE THESE 'LEAST RELEVANT' (MOST IRRELEVANT) FOR YOU?	Other COMMENTS ABOUT THE PROCESS.
1. F50+EPLiN	<p>20 Promoting praxis (i.e. the integration of critical research, reflection & action...</p> <p>51 Holding ourselves and others to account.</p>	To maintain the integrity of our practice and the application of psycho-logy in society ...supporting the use of research in making practice & impact foremost.	<p>5 Working with the poor, marginalised, oppressed & disadvantaged</p> <p>42 Challenging the purpose and prevalence of capitalism in contemporary society</p>	Do not see use of psychology as bound in this way or linked to only one set of political positions	-
2. F30+EPLiS	<p>22 Promoting empowerment (i.e. a process by which people gain increasing control over their lives etc.</p> <p>15 Promoting individual and collective resilience.</p>	People need to feel empowered & 'in control' to be positive about making changes in their lives.	<p>46 Work to rectify historical and cultural oppressions and inequality.</p> <p>47 Work in solidarity with other anti-oppressive movements and those working to achieve greater social justice</p>	Don't think anti-oppressions are what EPs do.	I honestly was finding it a little tricky, having to fit in my responses to the pyramid as, you might recall that, a lot of my responses were initially skewed to the 'most relevant' rating. However, that might be due to me not paying attention to your instructions earlier (sorry, resulted from a long day of listening). Otherwise it was quite interesting

				<p>that it did help me to reflect on my own practices for statements that I listed under the 'relevant' categories, as to whether or not I have been doing what I'm hoping to do in my role.</p> <p>I'm from (country of origin anonymised) and just came here for the EP training and then to work. I'm not sure about the experience of others when approaching the Q-sort but there definitely are terms that I'm not very familiar with, such as the term 'anti-oppression community', which could possibly be one of the reasons why it was rated as most irrelevant.</p> <p>But I guess some cultural factors did affect my approach as well, which I meant (country of origin anonymised) is a rather conservative country and therefore joining any community, such as the anti-oppression community, may be unlikely for me but this of course can't be generalised to other (ethnic group anonymised).</p> <p>(Country of origin anonymised) is a rather high power distance country/society as well, which we respect the authority figures a lot</p>
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					<p>(possibly too much) to the extent that it can be difficult for us to challenge them. But the disagreement with this kind of 'social norms' that I hold and the different oversea experiences that I have had led me to think that empowering others is a rather important concept that I think EPs should hold, so that making a difference to our own lives become a more reachable target.</p> <p>Ethnicity background may be a factor as well – my ethnicity is (anonymised), which is not the major ethnicity in (country of origin anonymised) and therefore promoting equal opportunities and supporting the marginalised groups have always been something that I would lay quite a huge emphasis on.</p>
3. M40+DPSS	<p>24 Challenging the dominance of medical / psychiatric conceptualisations of distress.</p> <p>5 Working with the poor, marginalised, oppressed & disadvantage.</p>	<p>It could have been any of several; these just struck me as most relevant, particularly 24.</p>	<p>32 Understanding problems from a national perspective</p> <p>39 Acknowledging and understanding the impact of religious/ spiritual factors on suffering or experience.</p>	-	-
4. F30+EPLiN	<p>12 Drawing on the skills, knowledge & expertise held</p>		<p>1 Working toward a just world</p>		<p>This was the first time that I had something like this – sounds like a</p>

	<p>by individuals & communities</p> <p>24 Challenging the dominance of medical / psychiatric conceptualisations of distress.</p>		<p>3 Identifying and working against oppression in all its forms.</p>	-	<p>really interesting topic and I'd be interested in hearing all about your results when you finish!!</p> <p>I found it quite difficult to order the comments, perhaps b/c of my tendency to overthink things!</p> <p>I did feel as though I ended up putting quite relevant comments further towards the irrelevant side than I would have liked b/c I had already filled the relevant side (if that makes sense?). I suppose that is the nature of the exercise though!</p>
5. M30+EPLi W	<p>5 Working with the poor, marginalised, oppressed & disadvantage.</p> <p>15 Promoting individual and collective resilience.</p>	<p>They reflect my values and choice of career.</p>	<p>38</p> <p>Acknowledging and understanding the impact of environmental factors on suffering or experience.</p> <p>41 Challenging the purpose and prevalence of globalisation in contemporary society.</p>	<p>Not things I often think about in work context.</p>	-
6. F50+EPNW	<p>1 Working towards a just world</p> <p>15 Promoting individual and collective resilience.</p>	<p>Resilience is a keystone of emotional well-being at individual and societal level.</p> <p>Everyone, whatever their profession, should be 'working</p>	<p>3 Identifying and working against oppression in all its forms.</p> <p>41 Challenging the purpose and prevalence of globalisation in contemporary society.</p>	-	-

		toward a just world’.			
7. F30+AESS	<p>1 Working towards a just world</p> <p>17 Working towards transformation as opposed to amelioration (i.e. trying to achieve more permanent & fundamental change than can be achieved by working with one person or problem at a time)</p>	<p>This sums up/encapsulates why I want to work as an EP, as well as in my life outside of work – it is my mission statement!</p> <p>It’s important that change is real & sustainable rather than micro or tokenistic.</p>	<p>38 Acknowledging and understanding the impact of environmental factors on suffering or experience.</p> <p>39 Acknowledging and understanding the impact of religious/spiritual factors on suffering or experience</p>	<p>Religious /spiritual & environmental factors are important but, for me, are not the primary focus of EP work (as opposed to economic or social /political issues).</p>	<p>The participant raised the idea that ‘with similar statements’, she placed the one that best expressed the concept near the more relevant and the, therefore ‘redundant’ one near to ‘neutral’.</p> <p>I was a pleasure to participate- a really interesting experience. Below are a couple of bullet points detailing my process:</p> <p>I worked mostly on gut-instinct, and did not ponder any decision for more than a minute or so.</p> <p>I did not necessarily group similar statements together. For instance, statement number one (something about a just world) encapsulated a lot of the other statements, in my opinion. I placed this statement (number one) as ‘most relevant’ but placed statements with similar sentiments in the middle of the scale so that I could prioritise statements that highlighted other important issues, such as the need for collaborative working etc.</p> <p>I found all of the statements to be</p>

					relevant in EP work and found it harder to decide which statements to place at the 'least relevant' end of scale than I did the 'most relevant'.
8. M40+SSLiS	<p>48 Understand and work with asset-based approaches which facilitate people & communities to come together to achieve positive change using their own knowledge, skills & lived experience of the issues affecting them</p> <p>49 Co-production and collaboration: an equally shared approach between practitioner and users/clients</p>	<p>Asset based approaches are very much part of my thinking (and my thesis).</p> <p>Co-production is a concrete and operationalised version of the more abstract terms like empowerment and social justice.</p>	<p>41 Challenging the purpose and prevalence of globalisation in contemporary society</p> <p>42 Challenging the purpose and prevalence of capitalism in contemporary society</p>	<p>I'm not necessarily opposed to capitalism or globalisation. I'm definitely concerned by the idea that opposing them should be a core purpose of ψ (psychology).</p>	<p>Overall it was quite an enjoyable experience – I'd be happy to do it again. Some things I did find:</p> <p>It was easier to place the top and bottom cards than the ones in the middle. I guess that's why the approach uses the normal-curve-like shape it does. There is not a lot of difference between -1 and +1 for example.</p> <p>There were a few cards where I was not familiar with the terminology – I mostly put those in the middle.</p> <p>Similarly, a couple where I wasn't sure of the interpretation</p>
9. M50+EPS W	<p>42 Challenging the purpose and prevalence of capitalism in contemporary society</p> <p>35 Acknowledging and understanding the impact of sociological factors on suffering or experience.</p>	<p>Chosen because I have a background in sociology & left movements</p>	<p>6 Reflecting and responding to criticisms of psychology ...</p> <p>2 Collaborating with other social movements who are working towards a just world.</p>	<p>Least interested in global processes than acting locally.</p>	<p>It was a pleasure to help out with your research work yesterday.</p> <p>Overall I found the task quite difficult to complete in a way that I was satisfied with. This was not to do with the methodology, or the organisation of the task, but rather to do with my difficulty with deciding which cards I felt went in the relevant categories. This was particularly difficult for the items I was required to place at the negative end of</p>

					<p>the scale. In the end although I would not normally disagree about the effects of globalisation I was forced to downplay this in favour of choosing to support local responses which I feel I have more direct impact over. I was also concerned about my consistency in placing the cards and wondered whether the order may differ significantly if I were to have done the exercise the following day. On consideration however the items at the very ends may well have been consistent – just not the items in the middle of the spread.</p>
10. F20+TENM	<p>12 Drawing on the skills, knowledge & expertise held by individuals & communities</p> <p>15 Promoting individual and collective resilience.</p>	I think promoting others is the key.	<p>46 Work to rectify historical and cultural oppressions and inequality</p> <p>43 Challenging the purpose and prevalence of individualism in contemporary society</p>	-	-
11. F20+TELiM	<p>44 Working at policy level and influencing social policy</p> <p>50 Acknowledging how the UK and other governments</p>	Social justice appeared to be the more relevant for me – I wonder if this is the UEL ⁴⁴ influence?	<p>42 Challenging the purpose and prevalence of capitalism in contemporary society</p> <p>19 Aiding conscientization (i.e. where</p>		It was a pleasure! I thought doing the q-sort was a really interesting and novel way to get me thinking, but I did find it difficult to put my thoughts into the categories specified by the sort. I felt like if I

⁴⁴ UEL stands for ‘The University of East London’ and refers to the participant’s experience of being on the educational psychology professional training course there. Some within educational psychology have characterised the UEL course as laying greater emphasis upon social issues as the context of applied psychology relative to the other EP training courses in the UK.

	use the effects of poverty to pathologise & scapegoat rather than understanding the cognitive impact on problem-solving of poverty.		oppressors develop an awareness and understanding of how they contribute towards oppression)		thought about it too much I would end up being there all day so I thought being decisive and going with my gut was the best approach!
12. F50+EPLiN	<p>28 Working at the meso or relational level (i.e. with families, schools, workplaces)</p> <p>27 Working at the micro or personal level (i.e. with individuals)</p>	There were many statements that generally seemed relevant but tried to focus for top 2 on ones specifically work	<p>9 Acknowledging that psychology's current position perpetuates social injustice</p> <p>23 Working outside of the accommodationist paradigm (i.e. this practice accepts injustice believing change is outside of its remit of legitimate work)</p>	There were very few statements that seemed totally irrelevant so judgement about least relevant not fully thought through and based on being very removed from job as an EP	<p>I trained in 1999-2000 and feel that LA (I have worked in 4 including (this one)) vary in context for EPs and social political context. Nottingham strong university links probably the most involved. I do feel there has been a marked decline in influence as statutory work has built up and the introduction of (?). I am looking backwards rather than forwards. (This EP Service) though best union representation.</p> <p>I had time restraints but would have liked to have had longer so could think through the many statements. As a 'new way' of thinking it was challenging -but enjoyable would have been interesting to discuss with fellow EPs even in general terms. Can see the potential for Q-sort activity -especially if reduce statements.</p>
13. F30+EPSW	<p>1 As above</p> <p>21 Promoting social justice (i.e. the fair and equitable)</p>	I am committed to working towards an equal society in which everybody has an equal	41 Challenging the purpose and prevalence of globalisation in contemporary society	I feel that the impact of globalisation is a huge issue that needs to be tackled from the bottom up.	I have used socio-political mapping to map the power dynamics and drivers to change within an organisational change project:

	allocation of bargaining power, resources, and burdens in society)	chance to thrive and be happy.	<u>2</u> Collaborating with other social movements who are working towards a just world.		Socio-political mapping (who's in change/who promotes change/who acts against). I am White/black Caribbean. I found the activity interesting but challenging as I found it difficult to put such important statements in order. I feel that it is important for EPs to use their position to work towards social change.
14. F??EPNW	<u>15</u> As above <u>22</u> Promoting empowerment (i.e. a process by which people gain increasing control over their lives etc.	Promoting resilience and empowerment are most relevant to our work and fit with my core beliefs about our work	<u>41</u> Challenging the purpose and prevalence of globalisation in contemporary society <u>43</u> Challenging the purpose and prevalence of individualism in contemporary society	Challenging societal globalisation is not something I see as having most impact in my work. Challenging individualism is not something I see as having most impact in my work	Lots of them are relevant. Important to realise that this is relative: even at the most irrelevant end some may be relevant. Many statements are similar in meaning.
15. M50+EPSM	<u>22</u> Promoting empowerment (i.e. a process by which people gain increasing control over their lives etc. <u>49</u> Co-production and collaboration: an equally shared approach between practitioner and users/clients	-	<u>6</u> Reflecting on and responding to criticisms of psychology (in all its forms) <u>39</u> Acknowledging and understanding the impact of religious/spiritual factors on suffering or experience	-	I was clear about things at either end. I started with lots under 'relevant' – prioritising a challenge.

16. F50+DPLo N	<p><u>1</u> Working towards a just world</p> <p><u>15</u> Promoting individual & collective resilience</p>	Reflect (my?) underlying goals for working with people & society.	<p><u>13</u> Giving psychology away</p> <p><u>9</u> Accepting that psychology's current position perpetuates social injustice</p>	<p>Some psychology 'given away' can be misquoted / misused.</p> <p>My inherent belief that psychologists tend to be aware and ameliorate as best possible their position & role to counter this but could be v. naïve!!</p>	Thought provoking. Initially everything was v. much to the right (+) & gradual considering moved things more to the left. I think it is interesting that had I done this as a main grade ⁴⁵ , although having the same political stance it would have been less important a factor in my day to day consideration of what an EP's role is. The longer working within the system, the greater awareness there is and how big an impact there is on the role & how passionately I feel about where we could & should be challenging inequity etc. out there! Interesting how the system clashes with one's own inner beliefs.
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⁴⁵ 'main grade' refers to the role of EP as opposed to Specialist EP or Deputy Principal EP etc..

Appendix ss.

The PQMethod original results file

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PQMethod2.35                How relevant do EPs view CCP
statements to be to the future of educa                PAGE
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Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13
14 15 16													
1 F51EPLiN	100	18	-16	21	17	33	32	26	5	27	36	37	16
23 -5 21													
2 F30EPLiS	18	100	0	48	39	47	59	48	13	52	25	41	33
47 45 16													
3 M45DPSS	-16	0	100	6	26	7	21	9	29	-16	-1	-15	28
-12 30 23													
4 F30EPLiN	21	48	6	100	25	33	14	26	21	27	21	22	10
7 38 1													
5 M37EPLiW	17	39	26	25	100	46	54	55	3	42	20	31	33
25 37 14													
6 F55EPNW	33	47	7	33	46	100	33	60	0	63	28	52	40
56 28 44													
7 F30AESS	32	59	21	14	54	33	100	41	24	48	35	39	32
36 44 28													
8 M47SSLiS	26	48	9	26	55	60	41	100	3	61	25	55	39
54 34 30													
9 M52EPSW	5	13	29	21	3	0	24	3	100	6	6	15	16
17 40 29													
10 F29TENM	27	52	-16	27	42	63	48	61	6	100	21	56	24
63 30 27													
11 F28TELiM	36	25	-1	21	20	28	35	25	6	21	100	26	47
15 20 25													
12 F60EPLiN	37	41	-15	22	31	52	39	55	15	56	26	100	35
66 7 39													
13 F30EPSW	16	33	28	10	33	40	32	39	16	24	47	35	100
28 13 32													
14 F??EPNW	23	47	-12	7	25	56	36	54	17	63	15	66	28
100 25 46													
15 M50EPSM	-5	45	30	38	37	28	44	34	40	30	20	7	13
25 100 7													
16 F53DPLoN	21	16	23	1	14	44	28	30	29	27	25	39	32
46 7 100													

Unrotated Factor Matrix

SORTS	Factors		
	1	2	3
1 F51EPLiN	0.3606	0.2398	0.0697
2 F30EPLiS	0.6800	-0.1567	-0.2491

3	M45DPSS	0.1747	-0.4229	0.3224
4	F30EPLiN	0.3983	-0.2114	-0.1778
5	M37EPLiW	0.5829	-0.1223	-0.0531
6	F55EPNW	0.7331	0.2571	-0.1660
7	F30AESS	0.6860	-0.1912	0.0822
8	M47SSLiS	0.7253	0.1350	-0.2440
9	M52EPSW	0.2860	-0.2753	0.2164
10	F29TENM	0.6955	0.2159	-0.3906
11	F28TELiM	0.4399	0.1051	0.3015
12	F60EPLiN	0.6527	0.3931	-0.0566
13	F30EPSW	0.5400	0.0767	0.3066
14	F??EPNW	0.6393	0.3410	-0.1821
15	M50EPSM	0.5356	-0.6164	-0.1411
16	F53DPLoN	0.4918	0.2325	0.3614
Eigenvalues		5.0694	1.2857	0.8702
% expl.Var.		32	8	5

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Cumulative Communalities Matrix

		Factors 1 Thru		
		1	2	3
SORTS				
1	F51EPLiN	0.1300	0.1875	0.1924
2	F30EPLiS	0.4624	0.4870	0.5490
3	M45DPSS	0.0305	0.2094	0.3133
4	F30EPLiN	0.1586	0.2033	0.2349
5	M37EPLiW	0.3397	0.3547	0.3575
6	F55EPNW	0.5375	0.6035	0.6311
7	F30AESS	0.4706	0.5072	0.5140
8	M47SSLiS	0.5260	0.5442	0.6038
9	M52EPSW	0.0818	0.1576	0.2044
10	F29TENM	0.4838	0.5304	0.6829
11	F28TELiM	0.1935	0.2045	0.2954
12	F60EPLiN	0.4260	0.5805	0.5837
13	F30EPSW	0.2916	0.2975	0.3915
14	F??EPNW	0.4087	0.5250	0.5582
15	M50EPSM	0.2868	0.6667	0.6866
16	F53DPLoN	0.2419	0.2959	0.4266
cum% expl.Var.		32	40	45

Factor Matrix with an X Indicating a Defining Sort

		Loadings		
		1	2	3
QSORT				
1	F51EPLiN	0.2376	0.0296	0.3675X
2	F30EPLiS	0.5395X	0.4912	0.1293
3	M45DPSS	-0.2675	0.4833X	0.0905

Factors						
No.	Statement					No.
1	2	3				
1	Working towards a just world					1
0.28	19	-0.31	31	1.97	2	
2	Collaborating with other social movements who are work					2
-0.57	36	-0.81	41	-1.15	47	
3	Identifying and working against oppression in all its					3
-0.04	25	-0.88	42	0.20	21	
4	Acknowledging that much human suffering is a result of					4
-0.45	31	0.75	12	-0.04	26	
5	Working with the poor, marginalised, oppressed and dis					5
1.10	9	1.89	3	-0.61	37	
6	Reflecting on and responding to criticisms of psycholo					6
-0.60	37	-1.56	50	-0.52	36	
7	Bringing a sense of social responsibility to psycholog					7
0.42	17	1.12	9	0.29	20	
8	Acknowledging that psychology needs to do more to brin					8
-0.18	27	-0.22	27	0.15	22	
9	Acknowledging that psychology's current position perpe					9
-0.53	35	-0.76	39	-1.56	48	
10	Recognising the explicitly political nature of psychol					10
-0.73	39	0.54	16	-0.15	28	
11	Working collaboratively and forming partnerships with					11
1.49	5	0.16	19	0.95	9	
12	Drawing on the skills, knowledge and expertise held by					12
1.69	3	1.24	6	0.88	10	
13	'Giving psychology away' by sharing psychological know					13
0.00	24	1.04	11	-0.72	39	
14	Recognising that professionals are not the only people					14
1.35	8	1.71	5	-0.75	41	
15	Promoting individual and collective resilience					15
2.17	1	1.20	7	1.14	6	
16	A focus on social and collective action as opposed to					16
-0.38	29	0.41	17	-0.35	33	
17	Working towards transformation as opposed to ameliorat					17
0.24	20	1.16	8	0.83	12	
18	Aiding conscientization (1) (i.e. where the oppressed					18
-0.84	40	-0.66	36	-0.92	44	
19	Aiding conscientization (2) (i.e. where oppressors dev					19
-0.85	42	0.09	22	-0.61	38	
20	Promoting praxis (i.e. the integration of critical res					20
-0.46	33	-0.91	44	0.71	13	
21	Promoting social justice (i.e. the fair and equitable					21
0.14	21	1.11	10	1.09	7	
22	Promoting empowerment (i.e. a process by which people					22
1.73	2	1.90	2	1.91	3	
23	Working outside of the accommodationist paradigm (i.e.					23
-0.98	44	-0.25	28	-0.48	34	
24	Challenging the dominance of medical / psychiatric con					24
0.58	15	2.04	1	-0.52	35	
25	Awareness, monitoring and management of the uses and a					25
-0.50	34	-0.34	32	-0.76	42	
26	Awareness, monitoring and management of the uses and a					26
-0.87	43	-0.90	43	-1.04	46	

48	Understand and work with asset-based approaches which	48
1.04	11 -0.17 25 0.43 18	
49	Co-production and collaboration: an equally shared app	49
1.44	7 1.78 4 0.08 23	
50	Acknowledging how the UK and other governments use the	50
-1.08	45 0.54 15 0.57 17	
51	Holding ourselves and others to account	51
0.44	16 -1.08 47 1.30 5	

Correlations Between Factor Scores

	1	2	3
1	1.0000	0.4553	0.5266
2	0.4553	1.0000	0.3214
3	0.5266	0.3214	1.0000

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Factor Scores -- For Factor 1

No.	Statement	Z-SCORES
15	Promoting individual and collective resilience	2.168
22	Promoting empowerment (i.e. a process by which people gain	1.729
12	Drawing on the skills, knowledge and expertise held by	1.689
28	Working at the meso or relational level (i.e. with	1.667
11	Working collaboratively and forming partnerships with	1.492
27	Working at the micro or personal level (i.e. within	1.444
49	Co-production and collaboration: an equally shared approach	1.438
14	Recognising that professionals are not the only people who	1.345
5	Working with the poor, marginalised, oppressed and	1.099
29	Working at the macro or collective level (i.e. with	1.047
48	Understand and work with asset-based approaches which	1.035

30 Understanding problems from an individual perspective
 30 0.866
 38 Acknowledging and understanding the impact of environmental
 38 0.665
 31 Understanding problems from a community perspective
 31 0.661
 24 Challenging the dominance of medical / psychiatric
 conceptua 24 0.577
 51 Holding ourselves and others to account
 51 0.436
 7 Bringing a sense of social responsibility to psychology's
 wo 7 0.415
 37 Acknowledging and understanding the impact of cultural
 facto 37 0.372
 1 Working towards a just world
 1 0.282
 17 Working towards transformation as opposed to amelioration
 (i 17 0.243
 21 Promoting social justice (i.e. the fair and equitable
 alloca 21 0.135
 35 Acknowledging and understanding the impact of sociological
 f 35 0.111
 36 Acknowledging and understanding the impact of economic
 facto 36 0.065
 13 'Giving psychology away' by sharing psychological
 knowledge, 13 0.001
 3 Identifying and working against oppression in all its forms
 3 -0.041
 44 Working at policy level and influencing social policy
 44 -0.116
 8 Acknowledging that psychology needs to do more to bring
 about 8 -0.176
 34 Acknowledging and understanding the impact of political
 fact 34 -0.288
 16 A focus on social and collective action as opposed to
 purely 16 -0.385
 39 Acknowledging and understanding the impact of religious /
 sp 39 -0.387
 4 Acknowledging that much human suffering is a result of
 socia 4 -0.452
 45 Understand the ways in which economic arrangements
 determine 45 -0.453
 20 Promoting praxis (i.e. the integration of critical
 research, 20 -0.462
 25 Awareness, monitoring and management of the uses and abuses
 25 -0.504
 9 Acknowledging that psychology's current position
 perpetuates 9 -0.526
 2 Collaborating with other social movements who are working
 to 2 -0.566
 6 Reflecting on and responding to criticisms of psychology
 (in 6 -0.605
 32 Understanding problems from a national perspective
 32 -0.700
 10 Recognising the explicitly political nature of
 psychological 10 -0.732
 18 Aiding conscientization (1) (i.e. where the oppressed
 develo 18 -0.837

40 Challenging governments and other institutions that
perpetua 40 -0.842
19 Aiding conscientization (2) (i.e. where oppressors develop
a 19 -0.850
26 Awareness, monitoring and management of the uses and abuses
26 -0.869

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Factor Scores -- For Factor 1

No. Statement
No. Z-SCORES

23 Working outside of the accommodationist paradigm (i.e.
accom 23 -0.985
50 Acknowledging how the UK and other governments use the
effec 50 -1.083
33 Understanding problems from a global perspective
33 -1.126
47 Work in solidarity with other anti-oppressive movements and
47 -1.391
42 Challenging the purpose and prevalence of capitalism in
cont 42 -1.514
46 Work to rectify historical and cultural oppressions and
ineq 46 -1.602
43 Challenging the purpose and prevalence of individualism in
c 43 -1.712
41 Challenging the purpose and prevalence of globalisation in
c 41 -1.779

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Factor Scores -- For Factor 2

No. Statement
No. Z-SCORES

24 Challenging the dominance of medical / psychiatric
conceptua 24 2.037
22 Promoting empowerment (i.e. a process by which people gain
i 22 1.896

5 Working with the poor, marginalised, oppressed and
 disadvant 5 1.887
 49 Co-production and collaboration: an equally shared approach
 49 1.783
 14 Recognising that professionals are not the only people who
 h 14 1.709
 12 Drawing on the skills, knowledge and expertise held by
 indiv 12 1.240
 15 Promoting individual and collective resilience
 15 1.196
 17 Working towards transformation as opposed to amelioration
 (i 17 1.161
 7 Bringing a sense of social responsibility to psychology's
 wo 7 1.116
 21 Promoting social justice (i.e. the fair and equitable
 alloca 21 1.112
 13 'Giving psychology away' by sharing psychological
 knowledge, 13 1.037
 4 Acknowledging that much human suffering is a result of
 socia 4 0.748
 44 Working at policy level and influencing social policy
 44 0.647
 40 Challenging governments and other institutions that
 perpetua 40 0.591
 50 Acknowledging how the UK and other governments use the
 effec 50 0.538
 10 Recognising the explicitly political nature of
 psychological 10 0.535
 16 A focus on social and collective action as opposed to
 purely 16 0.414
 36 Acknowledging and understanding the impact of economic
 facto 36 0.384
 11 Working collaboratively and forming partnerships with
 others 11 0.156
 34 Acknowledging and understanding the impact of political
 fact 34 0.155
 42 Challenging the purpose and prevalence of capitalism in
 cont 42 0.148
 19 Aiding conscientization (2) (i.e. where oppressors develop
 a 19 0.094
 31 Understanding problems from a community perspective
 31 0.083
 43 Challenging the purpose and prevalence of individualism in
 c 43 -0.160
 48 Understand and work with asset-based approaches which
 facili 48 -0.174
 45 Understand the ways in which economic arrangements
 determine 45 -0.186
 8 Acknowledging that psychology needs to do more to bring
 abou 8 -0.223
 23 Working outside of the accommodationist paradigm (i.e.
 accom 23 -0.250
 38 Acknowledging and understanding the impact of environmental
 38 -0.293
 28 Working at the meso or relational level (i.e. with
 families, 28 -0.305
 1 Working towards a just world
 1 -0.312

25 Awareness, monitoring and management of the uses and abuses
 25 -0.337
 27 Working at the micro or personal level (i.e. within
 individu 27 -0.397
 29 Working at the macro or collective level (i.e. with
 communit 29 -0.536
 37 Acknowledging and understanding the impact of cultural
 facto 37 -0.616
 18 Aiding conscientization (1) (i.e. where the oppressed
 develo 18 -0.664
 35 Acknowledging and understanding the impact of sociological
 f 35 -0.664
 46 Work to rectify historical and cultural oppressions and
 ineq 46 -0.704
 9 Acknowledging that psychology's current position
 perpetuates 9 -0.765
 41 Challenging the purpose and prevalence of globalisation in
 c 41 -0.792
 2 Collaborating with other social movements who are working
 to 2 -0.809
 3 Identifying and working against oppression in all its forms
 3 -0.884
 26 Awareness, monitoring and management of the uses and abuses
 26 -0.897

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Factor Scores -- For Factor 2

No.	Statement	Z-SCORES
20	Promoting praxis (i.e. the integration of critical research,	20 -0.915
30	Understanding problems from an individual perspective	30 -1.026
47	Work in solidarity with other anti-oppressive movements and	47 -1.028
51	Holding ourselves and others to account	51 -1.082
33	Understanding problems from a global perspective	33 -1.132
32	Understanding problems from a national perspective	32 -1.476
6	Reflecting on and responding to criticisms of psychology	(in 6 -1.557
39	Acknowledging and understanding the impact of religious /	sp 39 -2.482

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Factor Scores -- For Factor 3

No.	Statement	Z-SCORES
44	Working at policy level and influencing social policy	1.996
1	Working towards a just world	1.971
22	Promoting empowerment (i.e. a process by which people gain	1.908
40	Challenging governments and other institutions that	1.481
51	Holding ourselves and others to account	1.298
15	Promoting individual and collective resilience	1.141
21	Promoting social justice (i.e. the fair and equitable	1.086
34	Acknowledging and understanding the impact of political	1.065
11	Working collaboratively and forming partnerships with	0.949
12	Drawing on the skills, knowledge and expertise held by	0.882
38	Acknowledging and understanding the impact of environmental	0.841
17	Working towards transformation as opposed to amelioration	0.833
20	Promoting praxis (i.e. the integration of critical	0.712
28	Working at the meso or relational level (i.e. with	0.710
29	Working at the macro or collective level (i.e. with	0.688
30	Understanding problems from an individual perspective	0.615
50	Acknowledging how the UK and other governments use the	0.567
48	Understand and work with asset-based approaches which	0.427
35	Acknowledging and understanding the impact of sociological	0.372
7	Bringing a sense of social responsibility to psychology's	0.293
3	Identifying and working against oppression in all its forms	0.203
8	Acknowledging that psychology needs to do more to bring	0.146

18 Aiding conscientization (1) (i.e. where the oppressed
develo 18 -0.921
39 Acknowledging and understanding the impact of religious /
sp 39 -0.973
26 Awareness, monitoring and management of the uses and abuses
26 -1.040
2 Collaborating with other social movements who are working
to 2 -1.154
9 Acknowledging that psychology's current position
perpetuates 9 -1.559
42 Challenging the purpose and prevalence of capitalism in
cont 42 -1.850
33 Understanding problems from a global perspective
33 -2.164
41 Challenging the purpose and prevalence of globalisation in
c 41 -2.395

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Descending Array of Differences Between Factors 1 and 2

No.	Statement	Type 1	Type 2	Difference
39	Acknowledging and understanding the impact of religious / sp 39	-0.387	-2.482	2.096
28	Working at the meso or relational level (i.e. with families, 28	1.667	-0.305	1.972
30	Understanding problems from an individual perspective 30	0.866	-1.026	1.892
27	Working at the micro or personal level (i.e. within individu 27	1.444	-0.397	1.841
29	Working at the macro or collective level (i.e. with communit 29	1.047	-0.536	1.584
51	Holding ourselves and others to account 51	0.436	-1.082	1.517
11	Working collaboratively and forming partnerships with others 11	1.492	0.156	1.337
48	Understand and work with asset-based approaches which facili 48	1.035	-0.174	1.209
37	Acknowledging and understanding the impact of cultural facto 37	0.372	-0.616	0.989
15	Promoting individual and collective resilience 15	2.168	1.196	0.972
38	Acknowledging and understanding the impact of environmental 38	0.665	-0.293	0.958
6	Reflecting on and responding to criticisms of psychology (in 6	-0.605	-1.557	0.952
3	Identifying and working against oppression in all its forms 3	-0.041	-0.884	0.842

32	Understanding problems from a national perspective			
32		-0.700	-1.476	0.776
35	Acknowledging and understanding the impact of sociological			
f 35		0.111	-0.664	0.774
1	Working towards a just world			
1		0.282	-0.312	0.594
31	Understanding problems from a community perspective			
31		0.661	0.083	0.578
20	Promoting praxis (i.e. the integration of critical			
research, 20		-0.462	-0.915	0.453
12	Drawing on the skills, knowledge and expertise held by			
indiv 12		1.689	1.240	0.449
2	Collaborating with other social movements who are working			
to 2		-0.566	-0.809	0.244
9	Acknowledging that psychology's current position			
perpetuates 9		-0.526	-0.765	0.239
8	Acknowledging that psychology needs to do more to bring			
about 8		-0.176	-0.223	0.048
26	Awareness, monitoring and management of the uses and abuses			
26		-0.869	-0.897	0.028
33	Understanding problems from a global perspective			
33		-1.126	-1.132	0.006
25	Awareness, monitoring and management of the uses and abuses			
25		-0.504	-0.337	-0.167
22	Promoting empowerment (i.e. a process by which people gain			
i 22		1.729	1.896	-0.168
18	Aiding conscientization (1) (i.e. where the oppressed			
develo 18		-0.837	-0.664	-0.173
45	Understand the ways in which economic arrangements			
determine 45		-0.453	-0.186	-0.267
36	Acknowledging and understanding the impact of economic			
facto 36		0.065	0.384	-0.319
49	Co-production and collaboration: an equally shared approach			
49		1.438	1.783	-0.345
47	Work in solidarity with other anti-oppressive movements and			
47		-1.391	-1.028	-0.363
14	Recognising that professionals are not the only people who			
h 14		1.345	1.709	-0.364
34	Acknowledging and understanding the impact of political			
fact 34		-0.288	0.155	-0.443
7	Bringing a sense of social responsibility to psychology's			
wo 7		0.415	1.116	-0.700
23	Working outside of the accommodationist paradigm (i.e.			
accom 23		-0.985	-0.250	-0.735
44	Working at policy level and influencing social policy			
44		-0.116	0.647	-0.763
5	Working with the poor, marginalised, oppressed and			
disadvant 5		1.099	1.887	-0.789
16	A focus on social and collective action as opposed to			
purely 16		-0.385	0.414	-0.799
46	Work to rectify historical and cultural oppressions and			
ineq 46		-1.602	-0.704	-0.898
17	Working towards transformation as opposed to amelioration			
(i 17		0.243	1.161	-0.919
19	Aiding conscientization (2) (i.e. where oppressors develop			
a 19		-0.850	0.094	-0.944
21	Promoting social justice (i.e. the fair and equitable			
alloca 21		0.135	1.112	-0.977

41 Challenging the purpose and prevalence of globalisation in
 c 41 -1.779 -0.792 -0.987

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Descending Array of Differences Between Factors 1 and 2

No.	Statement	Type 1	Type 2	Difference
13	'Giving psychology away' by sharing psychological knowledge, 13	0.001	1.037	-1.036
4	Acknowledging that much human suffering is a result of socia 4	-0.452	0.748	-1.200
10	Recognising the explicitly political nature of psychological 10	-0.732	0.535	-1.267
40	Challenging governments and other institutions that perpetua 40	-0.842	0.591	-1.433
24	Challenging the dominance of medical / psychiatric conceptua 24	0.577	2.037	-1.460
43	Challenging the purpose and prevalence of individualism in c 43	-1.712	-0.160	-1.552
50	Acknowledging how the UK and other governments use the effec 50	-1.083	0.538	-1.621
42	Challenging the purpose and prevalence of capitalism in cont 42	-1.514	0.148	-1.662

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Descending Array of Differences Between Factors 1 and 3

No.	Statement	Type 1	Type 3	Difference
14	Recognising that professionals are not the only people who h 14	1.345	-0.748	2.093
5	Working with the poor, marginalised, oppressed and disadvant 5	1.099	-0.612	1.711
27	Working at the micro or personal level (i.e. within individu 27	1.444	-0.120	1.564
49	Co-production and collaboration: an equally shared approach 49	1.438	0.083	1.355
24	Challenging the dominance of medical / psychiatric conceptua 24	0.577	-0.517	1.094

33	Understanding problems from a global perspective			
33		-1.126	-2.164	1.037
9	Acknowledging that psychology's current position perpetuates	9	-0.526	-1.559
15	Promoting individual and collective resilience			1.033
15		2.168	1.141	1.027
28	Working at the meso or relational level (i.e. with families,	28	1.667	0.710
12	Drawing on the skills, knowledge and expertise held by indiv	12	1.689	0.882
13	'Giving psychology away' by sharing psychological knowledge,	13	0.001	-0.719
31	Understanding problems from a community perspective			0.720
31		0.661	-0.032	0.693
37	Acknowledging and understanding the impact of cultural facto	37	0.372	-0.280
41	Challenging the purpose and prevalence of globalisation in c	41	-1.779	-2.395
48	Understand and work with asset-based approaches which facili	48	1.035	0.427
2	Collaborating with other social movements who are working to	2	-0.566	-1.154
39	Acknowledging and understanding the impact of religious / sp	39	-0.387	-0.973
11	Working collaboratively and forming partnerships with others	11	1.492	0.949
29	Working at the macro or collective level (i.e. with communit	29	1.047	0.688
42	Challenging the purpose and prevalence of capitalism in cont	42	-1.514	-1.850
25	Awareness, monitoring and management of the uses and abuses	25	-0.504	-0.756
30	Understanding problems from an individual perspective			0.252
30		0.866	0.615	0.251
26	Awareness, monitoring and management of the uses and abuses	26	-0.869	-1.040
7	Bringing a sense of social responsibility to psychology's wo	7	0.415	0.293
32	Understanding problems from a national perspective			0.122
32		-0.700	-0.801	0.101
18	Aiding conscientization (1) (i.e. where the oppressed develo	18	-0.837	-0.921
36	Acknowledging and understanding the impact of economic facto	36	0.065	0.012
16	A focus on social and collective action as opposed to purely	16	-0.385	-0.351
6	Reflecting on and responding to criticisms of psychology (in	6	-0.605	-0.517
38	Acknowledging and understanding the impact of environmental	38	0.665	0.841
22	Promoting empowerment (i.e. a process by which people gain i	22	1.729	1.908
45	Understand the ways in which economic arrangements determine	45	-0.453	-0.256
19	Aiding conscientization (2) (i.e. where oppressors develop a	19	-0.850	-0.613
3	Identifying and working against oppression in all its forms	3	-0.041	0.203
				-0.244

Descending Array of Differences Between Factors 2 and 3

No.	Statement	Type 2	Type 3	Difference	
24	Challenging the dominance of medical / psychiatric conceptua	24	2.037	-0.517	2.553
5	Working with the poor, marginalised, oppressed and disadvant	5	1.887	-0.612	2.499
14	Recognising that professionals are not the only people who h	14	1.709	-0.748	2.457
42	Challenging the purpose and prevalence of capitalism in cont	42	0.148	-1.850	1.998
13	'Giving psychology away' by sharing psychological knowledge,	13	1.037	-0.719	1.756
49	Co-production and collaboration: an equally shared approach	49	1.783	0.083	1.700
41	Challenging the purpose and prevalence of globalisation in c	41	-0.792	-2.395	1.603
33	Understanding problems from a global perspective	33	-1.132	-2.164	1.032
7	Bringing a sense of social responsibility to psychology's wo	7	1.116	0.293	0.822
9	Acknowledging that psychology's current position perpetuates	9	-0.765	-1.559	0.794
4	Acknowledging that much human suffering is a result of socia	4	0.748	-0.036	0.784
16	A focus on social and collective action as opposed to purely	16	0.414	-0.351	0.765
19	Aiding conscientization (2) (i.e. where oppressors develop a	19	0.094	-0.613	0.707
10	Recognising the explicitly political nature of psychological	10	0.535	-0.148	0.683
25	Awareness, monitoring and management of the uses and abuses	25	-0.337	-0.756	0.419
36	Acknowledging and understanding the impact of economic facto	36	0.384	0.012	0.372
12	Drawing on the skills, knowledge and expertise held by indiv	12	1.240	0.882	0.359
2	Collaborating with other social movements who are working to	2	-0.809	-1.154	0.345
17	Working towards transformation as opposed to amelioration (i	17	1.161	0.833	0.328
18	Aiding conscientization (1) (i.e. where the oppressed develo	18	-0.664	-0.921	0.257
23	Working outside of the accommodationist paradigm (i.e. accom	23	-0.250	-0.479	0.229
26	Awareness, monitoring and management of the uses and abuses	26	-0.897	-1.040	0.143
31	Understanding problems from a community perspective	31	0.083	-0.032	0.115
43	Challenging the purpose and prevalence of individualism in c	43	-0.160	-0.250	0.090
45	Understand the ways in which economic arrangements determine	45	-0.186	-0.256	0.069
15	Promoting individual and collective resilience	15	1.196	1.141	0.055

20	Promoting praxis (i.e. the integration of critical research,	20	-0.915	0.712	-1.626
30	Understanding problems from an individual perspective				
30			-1.026	0.615	-1.641
1	Working towards a just world				
1			-0.312	1.971	-2.284
51	Holding ourselves and others to account				
51			-1.082	1.298	-2.380

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Factor Q-Sort Values for Each Statement

Factor Arrays

No. Statement

No. 1 2 3

1	Working towards a just world			
1		1	-1	5
2	Collaborating with other social movements who are working to			
2		-1	-2	-4
3	Identifying and working against oppression in all its forms			
3		0	-2	1
4	Acknowledging that much human suffering is a result of socia			
4		-1	2	0
5	Working with the poor, marginalised, oppressed and disadvant			
5		3	4	-1
6	Reflecting on and responding to criticisms of psychology (in			
6		-1	-5	-1
7	Bringing a sense of social responsibility to psychology's wo			
7		1	3	1
8	Acknowledging that psychology needs to do more to bring abou			
8		0	0	0
9	Acknowledging that psychology's current position perpetuates			
9		-1	-2	-4
10	Recognising the explicitly political nature of psychological			
10		-2	1	0
11	Working collaboratively and forming partnerships with others			
11		4	1	3
12	Drawing on the skills, knowledge and expertise held by indiv			
12		4	3	2
13	'Giving psychology away' by sharing psychological knowledge,			
13		0	2	-2
14	Recognising that professionals are not the only people who h			
14		3	4	-2
15	Promoting individual and collective resilience			
15		5	3	3
16	A focus on social and collective action as opposed to purely			
16		0	1	-1

17	Working towards transformation as opposed to amelioration (i			
17		1	3	2
18	Aiding conscientization (1) (i.e. where the oppressed develo			
18		-2	-1	-3
19	Aiding conscientization (2) (i.e. where oppressors develop a			
19		-2	0	-2
20	Promoting praxis (i.e. the integration of critical research,			
20		-1	-3	2
21	Promoting social justice (i.e. the fair and equitable alloca			
21		1	2	3
22	Promoting empowerment (i.e. a process by which people gain i			
22		5	5	4
23	Working outside of the accommodationist paradigm (i.e. accom			
23		-3	0	-1
24	Challenging the dominance of medical / psychiatric conceptua			
24		1	5	-1
25	Awareness, monitoring and management of the uses and abuses			
25		-1	-1	-2
26	Awareness, monitoring and management of the uses and abuses			
26		-3	-3	-3
27	Working at the micro or personal level (i.e. within individu			
27		3	-1	0
28	Working at the meso or relational level (i.e. with families,			
28		4	0	2
29	Working at the macro or collective level (i.e. with communit			
29		2	-1	1
30	Understanding problems from an individual perspective			
30		2	-3	1
31	Understanding problems from a community perspective			
31		2	0	0
32	Understanding problems from a national perspective			
32		-2	-4	-3
33	Understanding problems from a global perspective			
33		-3	-4	-5
34	Acknowledging and understanding the impact of political fact			
34		0	1	3
35	Acknowledging and understanding the impact of sociological f			
35		0	-1	1
36	Acknowledging and understanding the impact of economic facto			
36		0	1	0
37	Acknowledging and understanding the impact of cultural facto			
37		1	-1	-1
38	Acknowledging and understanding the impact of environmental			
38		2	0	2
39	Acknowledging and understanding the impact of religious / sp			
39		0	-5	-3
40	Challenging governments and other institutions that perpetua			
40		-2	2	4
41	Challenging the purpose and prevalence of globalisation in c			
41		-5	-2	-5
42	Challenging the purpose and prevalence of capitalism in cont			
42		-4	1	-4
43	Challenging the purpose and prevalence of individualism in c			
43		-5	0	0
44	Working at policy level and influencing social policy			
44		0	2	5

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Factor Arrays

No.	Statement	1	2	3
45	Understand the ways in which economic arrangements determine			
45		-1	0	-1
46	Work to rectify historical and cultural oppressions and ineq			
46		-4	-2	0
47	Work in solidarity with other anti-oppressive movements and			
47		-4	-3	-2
48	Understand and work with asset-based approaches which facili			
48		2	0	1
49	Co-production and collaboration: an equally shared approach			
49		3	4	0
50	Acknowledging how the UK and other governments use the effec			
50		-3	1	1
51	Holding ourselves and others to account			
51		1	-4	4

Variance = 6.314 St. Dev. = 2.513

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Factor Q-Sort Values for Statements sorted by Consensus vs.
Disagreement (Variance across Factor Z-Scores)

Factor Arrays

No.	Statement	1	2	3
26	Awareness, monitoring and management of the uses and abuses			
26		-3	-3	-3
22	Promoting empowerment (i.e. a process by which people gain i			
22		5	5	4
18	Aiding conscientization (1) (i.e. where the oppressed develo			
18		-2	-1	-3
45	Understand the ways in which economic arrangements determine			
45		-1	0	-1
8	Acknowledging that psychology needs to do more to bring abou			
8		0	0	0

36	Acknowledging and understanding the impact of economic facto			
36		0	1	0
25	Awareness, monitoring and management of the uses and abuses			
25		-1	-1	-2
2	Collaborating with other social movements who are working to			
2		-1	-2	-4
47	Work in solidarity with other anti-oppressive movements and			
47		-4	-3	-2
31	Understanding problems from a community perspective			
31		2	0	0
23	Working outside of the accommodationist paradigm (i.e. accom			
23		-3	0	-1
12	Drawing on the skills, knowledge and expertise held by indiv			
12		4	3	2
32	Understanding problems from a national perspective			
32		-2	-4	-3
7	Bringing a sense of social responsibility to psychology's wo			
7		1	3	1
16	A focus on social and collective action as opposed to purely			
16		0	1	-1
17	Working towards transformation as opposed to amelioration (i			
17		1	3	2
19	Aiding conscientization (2) (i.e. where oppressors develop a			
19		-2	0	-2
37	Acknowledging and understanding the impact of cultural facto			
37		1	-1	-1
35	Acknowledging and understanding the impact of sociological f			
35		0	-1	1
9	Acknowledging that psychology's current position perpetuates			
9		-1	-2	-4
21	Promoting social justice (i.e. the fair and equitable alloca			
21		1	2	3
3	Identifying and working against oppression in all its forms			
3		0	-2	1
6	Reflecting on and responding to criticisms of psychology (in			
6		-1	-5	-1
15	Promoting individual and collective resilience			
15		5	3	3
33	Understanding problems from a global perspective			
33		-3	-4	-5
48	Understand and work with asset-based approaches which facili			
48		2	0	1
4	Acknowledging that much human suffering is a result of socia			
4		-1	2	0
38	Acknowledging and understanding the impact of environmental			
38		2	0	2
10	Recognising the explicitly political nature of psychological			
10		-2	1	0
11	Working collaboratively and forming partnerships with others			
11		4	1	3
46	Work to rectify historical and cultural oppressions and ineq			
46		-4	-2	0
34	Acknowledging and understanding the impact of political fact			
34		0	1	3
41	Challenging the purpose and prevalence of globalisation in c			
41		-5	-2	-5
29	Working at the macro or collective level (i.e. with communit			
29		2	-1	1

20	Promoting praxis (i.e. the integration of critical research,			
20		-1	-3	2
43	Challenging the purpose and prevalence of individualism in c			
43		-5	0	0
13	'Giving psychology away' by sharing psychological knowledge,			
13		0	2	-2
49	Co-production and collaboration: an equally shared approach			
49		3	4	0
50	Acknowledging how the UK and other governments use the effec			
50		-3	1	1
28	Working at the meso or relational level (i.e. with families,			
28		4	0	2
27	Working at the micro or personal level (i.e. within individu			
27		3	-1	0
30	Understanding problems from an individual perspective			
30		2	-3	1
44	Working at policy level and influencing social policy			
44		0	2	5
42	Challenging the purpose and prevalence of capitalism in cont			
42		-4	1	-4

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Factor Arrays

No.	Statement			
No.		1	2	3
39	Acknowledging and understanding the impact of religious / sp			
39		0	-5	-3
40	Challenging governments and other institutions that perpetua			
40		-2	2	4
1	Working towards a just world			
1		1	-1	5
51	Holding ourselves and others to account			
51		1	-4	4
5	Working with the poor, marginalised, oppressed and disadvant			
5		3	4	-1
24	Challenging the dominance of medical / psychiatric conceptua			
24		1	5	-1
14	Recognising that professionals are not the only people who h			
14		3	4	-2

Factor Characteristics

	Factors		
	1	2	3
No. of Defining Variables	6	6	4

Average Rel. Coef.	0.800	0.800	0.800
Composite Reliability	0.960	0.960	0.941
S.E. of Factor Z-Scores	0.200	0.200	0.243

Standard Errors for Differences in Factor Z-Scores

(Diagonal Entries Are S.E. Within Factors)

Factors	1	2	3
1	0.283	0.283	0.314
2	0.283	0.283	0.314
3	0.314	0.314	0.343

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Distinguishing Statements for Factor 1

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are
Shown.

Factors

1	2	3
No. Statement		
No.	Q-SV Z-SCR	Q-SV Z-SCR
15 Promoting individual and collective resilience	5 2.17*	3 1.20
15	3 1.14	
28 Working at the meso or relational level (i.e. with families,	4 1.67*	0 -0.30
28	2 0.71	
27 Working at the micro or personal level (i.e. within individu	3 1.44*	-1 -0.40
27	0 -0.12	
5 Working with the poor, marginalised, oppressed and disadvant	3 1.10*	4 1.89
5	-1 -0.61	
31 Understanding problems from a community perspective	2 0.66	0 0.08
31	0 -0.03	
24 Challenging the dominance of medical / psychiatric conceptua	1 0.58*	5 2.04
24	-1 -0.52	
51 Holding ourselves and others to account	1 0.44*	-4 -1.08
51	4 1.30	

37	1	0.37	-1	-0.62	-1	-0.28
	1	Working towards a just world				
1	1	0.28	-1	-0.31	5	1.97
21	1	0.14*	2	1.11	3	1.09
	13	'Giving psychology away' by sharing psychological knowledge,				
13	0	0.00	2	1.04	-2	-0.72
	44	Working at policy level and influencing social policy				
44	0	-0.12*	2	0.65	5	2.00
	40	Challenging governments and other institutions that perpetua				
40	-2	-0.84*	2	0.59	4	1.48
	50	Acknowledging how the UK and other governments use the effec				
50	-3	-1.08*	1	0.54	1	0.57
	46	Work to rectify historical and cultural oppressions and ineq				
46	-4	-1.60*	-2	-0.70	0	-0.25
	43	Challenging the purpose and prevalence of individualism in c				
43	-5	-1.71*	0	-0.16	0	-0.25
	41	Challenging the purpose and prevalence of globalisation in c				
41	-5	-1.78	-2	-0.79	-5	-2.40

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Distinguishing Statements for Factor 2

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

Factors

1	2	3
No. Statement		
No.	Q-SV Z-SCR	Q-SV Z-SCR
24	1 0.58	5 2.04*
	24 Challenging the dominance of medical / psychiatric conceptua	
5	3 1.10	4 1.89*
	5 Working with the poor, marginalised, oppressed and disadvant	
7	1 0.42	3 1.12
	7 Bringing a sense of social responsibility to psychology's wo	
13	0 0.00	2 1.04*
	13 'Giving psychology away' by sharing psychological knowledge,	
4	-1 -0.45	2 0.75
	4 Acknowledging that much human suffering is a result of socia	
44	0 -0.12	2 0.65*
	44 Working at policy level and influencing social policy	

40	40	-2	-0.84	2	0.59*	4	1.48
10	10	-2	-0.73	1	0.54	0	-0.15
16	16	0	-0.38	1	0.41	-1	-0.35
11	11	4	1.49	1	0.16	3	0.95
42	42	-4	-1.51	1	0.15*	-4	-1.85
19	19	-2	-0.85	0	0.09	-2	-0.61
38	38	2	0.66	0	-0.29*	2	0.84
28	28	4	1.67	0	-0.30*	2	0.71
1	1	1	0.28	-1	-0.31	5	1.97
29	29	2	1.05	-1	-0.54*	1	0.69
35	35	0	0.11	-1	-0.66*	1	0.37
41	41	-5	-1.78	-2	-0.79*	-5	-2.40
3	3	0	-0.04	-2	-0.88*	1	0.20
30	30	2	0.87	-3	-1.03*	1	0.61
51	51	1	0.44	-4	-1.08*	4	1.30
32	32	-2	-0.70	-4	-1.48	-3	-0.80
6	6	-1	-0.60	-5	-1.56*	-1	-0.52
39	39	0	-0.39	-5	-2.48*	-3	-0.97

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Distinguishing Statements for Factor 3

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are
 Shown.

Factors

1 2 3

No.	Statement	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR
44	Working at policy level and influencing social policy	0	-0.12	2	0.65	5	2.00*
1	Working towards a just world	1	0.28	-1	-0.31	5	1.97*
40	Challenging governments and other institutions that perpetua	-2	-0.84	2	0.59	4	1.48*
51	Holding ourselves and others to account	1	0.44	-4	-1.08	4	1.30*
34	Acknowledging and understanding the impact of political fact	0	-0.29	1	0.16	3	1.07*
20	Promoting praxis (i.e. the integration of critical research,	-1	-0.46	-3	-0.91	2	0.71*
28	Working at the meso or relational level (i.e. with families,	4	1.67	0	-0.30	2	0.71*
49	Co-production and collaboration: an equally shared approach	3	1.44	4	1.78	0	0.08*
24	Challenging the dominance of medical / psychiatric conceptua	1	0.58	5	2.04	-1	-0.52*
5	Working with the poor, marginalised, oppressed and disadvant	3	1.10	4	1.89	-1	-0.61*
13	'Giving psychology away' by sharing psychological knowledge,	0	0.00	2	1.04	-2	-0.72
14	Recognising that professionals are not the only people who h	3	1.35	4	1.71	-2	-0.75*
9	Acknowledging that psychology's current position perpetuates	-1	-0.53	-2	-0.76	-4	-1.56
33	Understanding problems from a global perspective	-3	-1.13	-4	-1.13	-5	-2.16*
41	Challenging the purpose and prevalence of globalisation in c	-5	-1.78	-2	-0.79	-5	-2.40

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Consensus Statements -- Those That Do Not Distinguish Between
ANY Pair of Factors.

All Listed Statements are Non-Significant at P>.01, and Those
Flagged With an * are also Non-Significant at P>.05.

Factors

1	2	3				
No.	Statement					
No.	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR

2* Collaborating with other social movements who are working
 to 2 -1 -0.57 -2 -0.81 -4 -1.15
 8* Acknowledging that psychology needs to do more to bring
 abou 8 0 -0.18 0 -0.22 0 0.15
 12 Drawing on the skills, knowledge and expertise held by
 indiv 12 4 1.69 3 1.24 2 0.88
 18* Aiding conscientization (1) (i.e. where the oppressed
 develo 18 -2 -0.84 -1 -0.66 -3 -0.92
 22* Promoting empowerment (i.e. a process by which people gain
 i 22 5 1.73 5 1.90 4 1.91
 25* Awareness, monitoring and management of the uses and abuses
 25 -1 -0.50 -1 -0.34 -2 -0.76
 26* Awareness, monitoring and management of the uses and abuses
 26 -3 -0.87 -3 -0.90 -3 -1.04
 31 Understanding problems from a community perspective
 31 2 0.66 0 0.08 0 -0.03
 36* Acknowledging and understanding the impact of economic
 facto 36 0 0.06 1 0.38 0 0.01
 45* Understand the ways in which economic arrangements
 determine 45 -1 -0.45 0 -0.19 -1 -0.26
 47 Work in solidarity with other anti-oppressive movements and
 47 -4 -1.39 -3 -1.03 -2 -0.74

QANALYZE was completed at 12:49:25