

SECTION D:
APPENDICES

APPENDIX 1

AUTHOR GUIDELINES

APPENDIX 1A

AUTHOR GUIDELINES: SOCIAL WORK PRACTITIONER RESEARCHER

Editorial Scope

The *Social Work Practitioner-Researcher* is a refereed interdisciplinary journal for social workers and social service professionals concerned with the advancement of the theory and practice of social work and social development in Africa and in a changing global world. The purpose of the journal is to promote research and innovation in the practice of helping individuals, families, groups, organisations and communities to promote development and human well-being in society. The journal is committed to the creation of empowered, humane, just and democratic societies.

Manuscripts that would be appropriate are: (1) conceptual analyses and theoretical presentations, (2) literature reviews that provide new insights or new research questions, (3) manuscripts that report empirical work. Topics that will be considered include, but are not limited to, the following: lifespan, populations at risk, poverty, livelihoods, anti-discriminatory practice, welfare systems, development management, social security, social policy, human rights, community-based development, social development, comparative health, mental health, education, urban and rural development, civic service, voluntarism, civil society, social movements and social change.

As it is the intention of this journal to maintain a balance between theory and practice, contributors are encouraged to spell out the practical implications of their work for those involved in social work practice and the social services in the African context.

Submissions

A decision to submit an article to this journal means that you will not be able to simultaneously submit the same article to another journal in South Africa or elsewhere.

If there is more than one author, we require a letter stating that all the authors agree to submit the article. If a person has contributed to the research of the article and is not going to be included as a co-author, then that person needs to be acknowledged at the end of the article.

The Reviewing Process

Each manuscript is reviewed by the Editor and Assistant Editor. If it is judged suitable for this journal, it is sent to two reviewers for blind peer-review. Based on their recommendations, the editorial committee decides whether the manuscript should be accepted as is, revised or rejected. If a manuscript is published, the author or their institution will be invoiced for page fees at the rate of R100,00 per page.

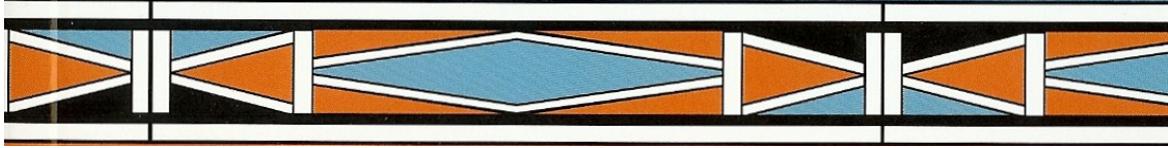
Presentation

1. Manuscripts should be submitted as electronic attachments to the journal administrator swjournal@uj.ac.za in Word format. All authors should be shown but the authors should not be identified anywhere in the article.
2. A *minimum length* of 3 500 words and a *maximum length* of 5 000 words (excluding references). No footnotes, endnotes and annexures are allowed.
3. On a separate page, a *title* of not more than ten words should be provided. The author's full name and title, position, institutional affiliation and e-mail address should be supplied.
4. An *abstract* of 150 words plus up to six *keywords*, which encapsulate the principal topics of the paper, must be included. The abstract should summarise the key argument/s of the article and

locate the article in its theoretical practice and context. Please note that abstracts are not summaries of research studies. No sub-headings should be used in the abstract.

5. *Headings* must be short, clear and not numbered. Headings should be formatted in capitals and bold, and subheadings in bold only (not underlined or italics). Refer to a copy of the journal.
6. *Figures and tables*:
 - All *figures* (diagrams and line drawings) should be copied and pasted or saved and imported from the origination software into a blank Microsoft Word document and submitted electronically. Figures should be of clear quality, black and white, and numbered consecutively with Arabic numerals. Supply succinct and clear captions for all figures.
 - In the text of the paper the preferred position of all figures should be indicated by typing on a separate line the words "Place figure (No)".
 - Tables must be numbered consecutively with Arabic numerals and a brief title should be provided. In the text, typing on a separate line the words "Place Table (No)" should show the position of the table.
 - The maximum width for diagrams, line drawings and tables, should not exceed 104mm for portrait and 164mm for landscape (with a maximum depth of 104mm).
7. *References*:
 - References to other publications must be in modified Harvard style (see below) and checked for completeness, accuracy and consistency. Include all authors' names and initials and give any journal title in full.
 - You should cite publications in the text: (Adams, 1997) or (Mbatha et al., 2005). At the end of the paper a reference list in alphabetical order should be supplied using the following style. Do not use indentation when formatting your references.
 - If a direct quote is used in-text references should include name of author, date and page number. All other references should not include page numbers.
 - Ensure that only references cited in the text are included in the final reference list at the end of the article. Please cross check that only references cited in the text are included in the final reference list and that references follow the format set out below.
 - *Books*: Last name, Initials. (year). *Title of Book Place of publication: Publisher.*
Swanepoel, H. and De Beer, F. (1996). *Community Capacity Building* Johannesburg: Thomson Publishing.
 - *For book chapters*: Last name, Initials. (year). "Chapter Title" in Editor's last name, Initials. (Ed.) *Title of Book Place of publication: Publisher, Edition, pages*
Boult, B.E. (1998). "Adoption" in Bezuidenhout, F.J. (Ed.). *A Reader in Selected Social Issues* Pretoria: van Schaik Publishers, Second Edition, 41-52.
 - *For journals*: Last name, Initials. (year). "Title of Article" *Journal name* Volume(number):pages
Mda, C. J. (2004). "Population ageing and survival challenges in rural Ghana" *Journal of Social Development in Africa* 19(2):90-112.
 - *For electronic sources*: If available online the full URL should be supplied at the end of the reference.
Louisiana State Board of Social Work Examiners. (1998). "Guidelines for Child Custody Evaluations", <http://www.labswe.org/child.htm> (Accessed on 23/08/2006).
8. *Content*:
 - Manuscripts should contribute to knowledge development in social work, social welfare or related professions and the practice implications of the research should be spelled out. Sufficient and appropriate recent literature should be cited. Where the study is based on empirical research, the research design and methodology, results, discussion and conclusion should be addressed. All manuscripts should locate the issue within its social context and the conceptual and theoretical framework informing the study should be clearly outlined.

- The journal will consider articles based on research studies but we will not publish articles which are merely a summary of a research report. The article should have a clear focus that contributes to knowledge building or informs policy and/or practice.



APPENDIX 1B

AUTHOR GUIDELINES: CARSA - CHILD ABUSE RESEARCH A SOUTH AFRICAN JOURNAL PUBLISHING POLICY



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CARSA - CHILD ABUSE RESEARCH A SOUTH AFRICAN JOURNAL PUBLISHING POLICY

Child Abuse Research a South African Journal (CARSA) has been published biannually in April and October since 2000. It was SAPSE accredited in 2003 for articles published in the journal from 2004 onwards. This means that CARSA is a peer reviewed, fully accredited, professional journal and academics at higher education institutions receive credits if their articles are published in CARSA. **Articles should be submitted to the Editor, Prof Michele Ovens: ovensm@unisa.ac.za**

Publishing policy

CARSA is a national journal that promotes academic and professional discourse amongst professionals involved in child-care work. It publishes high quality, peer-evaluated, applied, multidisciplinary articles focusing on the theoretical, empirical and methodological issues related to child abuse in the light of the current political, cultural and intellectual topics in South Africa. Authors of articles submitted for review will remain anonymous. The comments of the reviewers and peer evaluators should be constructive and helpful and designed to aid the authors to produce articles that can be published. The authors may then use these comments to revise their articles. However, the final decision on whether or not to publish an article rests with the editor. There should be an interval of at least two issues between articles published by the same author.

Preparing articles for submission

The submitted articles should always conform to CARSA's house style. As the journal develops, it is envisaged that it will contain full-length articles, shorter debates, book reviews and software reviews. The following information is provided regarding the length of articles:

Full-length articles should not exceed a word count of 8000 (tables excluded)

Shorter articles (in the form of shorter debates) should not exceed a word count of 3000 (tables excluded)

Book reviews should not exceed a word count of 1000

Software reviews should not exceed a word count of 3000.

Tables, figures, illustrations and references are excluded from the word count. Book reviews and software reviews will be initiated by the editor and review editors. They will commission individuals to do the reviews. Prospective authors are expected to abide by language guidelines regarding issues of gender and race and disability.

Empirical research should adhere to acceptable standards of descriptive and inferential statistics and empirical data should be manipulated statistically using an acceptable statistical program such as the Statistical Package for the Social Sciences (SPSS) or SAS. The inferences regarding qualitative analysis should also be accompanied by an explanation of the techniques used or should utilise statistical packages such as SQR.NUD.IST which are recognised for this type of analysis.

Copyright policy and author's rights

Once an article has been accepted for publication, the author automatically agrees to the following conditions. All work published in CARSA is subject to copyright and may not be reproduced, in whole or in part, in any manner or in any medium without the written consent of the editor, unless no charge is made for the copy containing the work, and provided the author's name and place of first publication appears in the work. Authors assign copyright to CARSA.

Non-exclusive rights for contributions to debates and comments to articles are requested so that these may also appear in CARSA. The moral right of the author to his or her work remains with the author. Where applicable, contributors should indicate sources of funding. It is the duty of the author to clear copyright on empirical, visual or oral data. Simultaneous submission to other electronic or printed journals is not allowed.

Notes for contributors

Articles that appear in CARSA are subject to the usual academic process of anonymous peer reviewing. The articles that are written by the editorial staff will be refereed by independent referees. Electronic submission of articles by E-mail should be done in MS Windows, Word. Authors should submit their work to the editor, Prof Michele Ovens at: ovensm@unisa.ac.za

Before submission, articles should have been corrected for errors, edited and should be accurate.

It is the responsibility of the author that articles should be language and technically edited, before submission. Formal conversation is required that the final accepted article has been edited for language proficiency.

Style

Main headings should be typed in upper case and begin at the left margin. No

indentation is allowed. Dates should be written as follows:

9 January, 2000. Bold, italics and underscore should be formatted as such in the original document. The recommended style for reference purposes is the abbreviated Harvard technique, for example, "Child abuse is rising (Author 1999:10)" OR "According to Author (1999:10), child abuse is rising". In the case of legal articles, footnotes will be allowed.

To work toward uniformity in the alphabetical bibliography at the end of an article, the following examples of format are given:

Books:

Kuehnle, K. 1996. *Assessing allegations of child sexual abuse*. Sarasota: Professional Resource Press.

Articles:

Collings, SJ & Payne, MF. 1991. Attribution of causal and moral responsibility to victims of father-daughter incest: an exploratory

examination of five factors. *Child Abuse and Neglect* (15)4:513-521.

Where applicable, contributors should indicate sources of funding. It is the duty of the author to clear copyright on empirical, visual or written data. Simultaneous submission to other electronic or printed journals is not allowed.

Non-sexist language

Gender specific nouns and pronouns should not be used to refer to people of both sexes. The guidelines on sexist, racist and other discriminatory language should be observed. The following is intended to assist contributors to refrain from sexist language by suggesting non-sexist alternatives.

Sexist: Each respondent was asked whether he wanted to participate. The child should have enough time to familiarise himself with the test.

Non-sexist: Respondents were asked whether they wished to participate. Enough time should be allowed for the child to become familiar with the test.

APPENDIX 1C

AUTHOR GUIDELINES: FAMILIES IN SOCIETY

Author Guidelines

Submission email: manuscripts@familiesinsociety.org. The page count for the manuscript in its entirety-including abstract; references; and accompanying figures, tables, or appendices - should not exceed 22 pages. Submit the manuscript file(s) using 1-inch margins, double-spaced paragraphs, and 12-point Times New Roman font.

Provide a cover letter which includes the corresponding author's contact information and a cover sheet with the name, position title, and the affiliation of each author. The next page should include the manuscript title and abstract, limited to 120 words, followed by the body, references, and any tables/figures. As appropriate, a statement regarding approval by the Institutional Review Board should be included in the manuscript body.

The publisher requires the [Publisher Agreement](#) (PDF; view the [word.docx version](#)) be completed, signed, and returned via email (manuscripts@familiesinsociety.org) or fax (414-359-6721) with the manuscript submission. This ensures an understanding of all copyright conditions and confirms that the work has not been previously published.

- The manuscript must adhere to the style of the *Publication Manual of the American Psychological Association, Sixth Edition*.
- Manuscripts should conclude with a detailed and thoughtful "Implications for Practice" section: an analysis or exposition of how the material can appropriately be used in/with rethinking practice settings, formulating policy, informing further research, strengthening the administration of social services agencies, and/or benefiting participants and communities.
- Contributors are strongly advised to have a statistician or methodological expert review the accuracy of discrete data found in the article text, tables, and figures before submission.
- Permission authorization and fees for the use of any existing copyrighted material (e.g., fiction/nonfiction text, photos/graphics, poetry, tables, figures, etc.) that are incorporated into a manuscript beyond use permitted by §107 and §108 of the U.S. Copyright Law are the sole responsibility of the author(s). When applicable, signed authorization by the publisher of such works is required at the time of submission.
- Consult the "Checklist for Manuscript Submission," Sec. 8.07, in the *Publication Manual of the American Psychological Association, Sixth Edition* for further guidelines.

Manuscripts not following the above instructions cannot be reviewed until all guidelines have been met.

APPENDIX 2

FAMILY PLAY THERAPY SESSION TRANSCRIPTION

The transcription of a family session is included as an example of how a family play therapy session was conducted in this study.

Interview Transcription

Participant family 3

Session 4

Participant A (Victim, girl), B (Biological mother), C (Maternal grandmother)

The family play therapy session was conducted the offices of an organization specializing in child sexual abuse.

R: How is everybody doing today? I think I am sitting in front of the camera, let me move more to this way.

B: I won't say ok but it is going on and still the mind is still just working overtime and I feel as if my emotions are up and down, up and down, up and down and I am still awake at night and lying awake for hours. I don't think that will go away.

R: I can understand how you are feeling and there is a saying that time will heal everything and unfortunately we can't just click all the problems away, it is the process that you have to follow to get rid of all these 'yukky' things consuming your life.

B: Yes you're right and I hope these sessions will help me get through it.

R: I know it will. I think in the previous sessions we have concentrated on the emotional awareness of the family and we did lots of activities where I got to know your family and you getting more comfortable with me. There has also been a few emotional loaded sessions. Today in this session, I would like to focus on your feelings before, during and after the trauma. This way you will create an awareness of where you were and how you have overcome your adversities over the past few months, after disclosure. Wait, are we in session 3 or 4?

A: The fourth one. The last time my mommy, when we were going home she said this is our third session now, we must just go to our fourth and fifth.

R: Yes this is the fourth one, you are right A.

R: It just shows you how quickly time goes by. We only have 3 more sessions with each other and I think it is a good idea to focus on the trauma a little deeper, so we can unpack and talk about it. That is why I thought the before, during and after drawing will be good.

B: So we need to tackle it?

R: Yes, I think so. But first I want all of us to play a nice game where we can relax for a moment. So I want you all to sit back, make yourselves comfortable. I have a green ball which I am going to throw to anyone in the circle and when you catch it I would like you to

say something about how you are feeling today. For example, if you are happy today then you have to say why you are happy and if you feel a bit sad, then you have to say why you are feeling sad. Ok, So I will start with A.

R Throws the ball to A

A: Should I throw it to someone else?

R: You first have to say how you are feeling and why you are feeling like that and then you must throw it to someone else.

A: I feel happy and joy because everyone, loves me, because they are all taking care of me and helping me through this with what is happening.

R: Ok, now you can throw the ball to someone else.

A: Ok I am throwing the ball in the air now. Sorry.

R: Throw it to me or ma.

C: I think I feel the same as the day it started.

R: And how is that?

C: Just that I know there is something that is just worrying me every day and every night like that because when I go to sleep, we go to bed early, the two of us go to bed by 7pm

R: Wow that is very early

C: So we relax yes because we are busy the whole day. So we go to bed early, watch TV and so on and then past 8pm she will fall asleep. I will still lie awake and watch TV and when I sleep then I will wake up here at about, like this morning, I woke up at about 2am wide awake and then I tell myself, go back to sleep, but it did not happen. At about 3am I thought, no wait, I will be awake till 5am so I got up and took a Brasipan (little tablets) so I take half I am supposed to take one.

R: Is that a sleeping tablet?

C: Yes.

R: Ok.

C: And I will go and take half of one tablet and then afterwards I will just fall asleep until 5am in the morning. And I feel the same every day, this is just in my mind, it seems that it just stays there.

R: It is there all the time?

C: Yes, all the time.

R: It is over powering thoughts?

C: Yes, yes. Even though the whole day you want to forget about it but I just can't forget about it, because little things are still there and I am still questioning myself and all this.

R: Do you maybe want to share your thoughts with us, as it seems as if your head is full of these negative thoughts. Maybe you can share with us all and maybe begin thinking what feelings does those thoughts evoke in you?

C: It is like worrying thoughts about we must still appear in court and all this and the questions they are going to ask you and what is going to happen and you know all those things.

R: That uncertainty?

C: I think that is it, yes.

R: Ok, so it is the uncertainty of what is going to happen.

C: Now I lie awake at night and I will think about the court day as I will be the first person to go up. It is worrying me, me standing in front of the people, and the judges or whatever and talk about this thing. It really upsets me.

R: And also the not knowing what to expect, I guess. Standing in court is very daunting, it is all these magistrates, but what you must remember is you know what happened. The truth.

C: That is right.

R: And he will know, like I said last time, he knows what he did.

C: He knows what is going on.

R: He has done this. Whatever he says in court, he knows inside. I always try and tell people to not get despondent in thinking he is going to win, the court is going to take everything and what all the parties are saying into account. If you are guilty, you are guilty, whether you get away with it in court, it will always stay with him.

B: Hopefully it will be with him forever.

R: And it will be with him forever and you are not going to try to convince anyone, you are just going to tell the truth and justice will follow, just believe it would.

C: Say what I know.

R: Exactly.

R: In the court room they will be asking a lot of questions. All you stick with is what you know about what happened. What ma can do, to sort out these thoughts that are preventing you from sleeping, is to have a little note book next to your bed and right down the thoughts and feelings, and it is good that you are expressing it now, here in this safe environment.

C: Yes, it feels better when I talk about it. I have tried the book thing before, I write all the time.

B: Yes, my mother is a big writer, she loves writing.

R: Because I is good to read what you have written, then you can think about it and try and find solutions.

R: Ok, I think we forgot to throw the ball after that conversation...haha

(Everyone laughs)

Throw the ball ma.

B: My thoughts are that I am feeling still angry and all the other things that goes along with it, the upsetness, the betrayal, that is all things that is also weighing on my mind and I feel

disappointed in myself and I try very hard to ignore him as a person, but he is still there and that is something that until he leaves Cape Town, then only I might feel better.

R: Like he is out of your life? Forever?

B: Yes, but he is still there. It still aggravated me. I am trying my best to keep up my spirits at work, not let anybody get me down, not be upset all the time. There was one lady at work that said too much in email and started spreading rumors. I didn't speak, I emailed her back, because the person obviously didn't give me a hearing, just said what she wanted to say, it upset me to the extent that she is always talking, but she never listens to me, so I had to let her know that this is the way I feel and if you are going to persist in making remarks, then I have nothing more to say. I have nothing against her, except the stories that she spreads.

R: But you sorted it out with her?

B: I sorted it out with her.

R: And that makes you feel better that you are not being attacked but you are actually there to defend yourself and also voice what you want to say.

B: Yes, That's right. It has been an ongoing thing.

R: You need to put down you boundaries otherwise people can break you.

B: Because I am feeling down there right now. (*Participant points the floor*) You know I am not feeling like anything, I am not feeling confident you know and I am feeling of having a real self-esteem right now and then I say to myself, but B you have done nothing wrong, why should you feel this hurt and pain you are feeling and everything that goes along with it but why should you belittle yourself for other people now.

R: Exactly.

B: You know, they think ok fine, they think what they want to think of me right now, because I kept this a secret in the office and now it seems like everyone knows.

R: And now it is out in the open?

B: Just because I opened a case against him, now I have to let people know and the people saw what he has taken away from me and came back the very next day, got locked up and I sit with all that and my mom says we think about why this had to happen, but right now I am trying slowly to just let go of it. I am also at that point where I am not trying to be that, I am not that type of person, I don't have..

R: Grudges?

B: Yes that I exactly it. Why must I feel hatefulness in my you know. Maybe there is that forgiveness that I will have one day but not right now you know because I have it in me. I just want to know what it is, why it happened.

R: And those answers you are not getting now. You have to make yourself stay strong in order to move through this and follow the healing process.

B: It I the waiting that is haunting me.

R: It is the interim period. It is that period of where to now, what now. Let's focus on your feelings without talking about it. I am going to give you all one big sheet of paper. I want all three of you to work together. It must be a family effort. I will doing three columns like this, a before, during and after column and I want you to draw anything you want in the different

columns to give me an indication of how you're the life of your family was before during and after the incident. So that I can get an idea and let's call it, 'mapping your trauma'.

N: Must mommy move a little bit.

(Everyone moves around to sit around the sheet of paper)

R: I want you guys to use the whole piece of paper

B: Like in the middle and then what we are feeling right now.

R: Exactly. So this would be an indication for me to see how it...

B: Was before...

R: How it was before and just to map out to see

C: What happened where we are and then what happened when it happened?

R: When it happened. So this will be before, this one would be during and this column will be after. Remember ma and mommy talked about their feelings of uncertainty and don't know what to do with that. I am also going to give you clay and I want you to use the clay in the picture. Each piece of clay must resemble a certain feeling or emotion.

N: I have done this before with the lady at the police station

N: Can I draw feeling faces?

R: Yes, you can do that as well

N: The clay smells like strawberry. It smells nice

(The researcher gave the family a chance to complete the activity)

R: Ok. So let's look at your picture.

R: If I look at this picture I can see a lot of tears and figures that seems upset

A: Yes there is a lot of sadness.

R: So A how do you think mommy felt during that time?

A: She felt upset, angry and I think she felt guilty, something like that

R: Ok, are you going to draw your face there as well? Ok

C: In brown? You could have done it in red.

R: The clay does smell nice

A: That one smells like apple I think. The green one. Yes it does actually. Every color, that is banana and I don't know what the blue is.

R: Like bubblegum type of thing

(A lost contact and the researcher followed her process, while the rest of the family members engaged in the process)

B: Let me smell it. Bubblegum.

A: *(A breaking contact again)*...look at my face ma

C: which one?

A: The brown one.

R: Ok, if look at this picture, I want you all to just have a look at this and just take it in, what you are seeing...all the little pictures, it is one thing talking about it but when you see it you realize that it does come from your heart and to put it down on a piece of paper, this is what you see and A I want to ask you what are you seeing here. What pattern can you see here?

A: Happy faces, sad faces and I mean angry faces and sad faces

R: Lots of sad faces? And you ma? What do you see here? What is the pattern that you can see from all the faces?

C: Ok, that was before, a happy face

R: Ok

C: Ok and this is when we heard about it, shock, unbelievable. This is where we were very disappointed, very sad, just crying and the time and up until now.

R: And mom, do you see the same type of pattern that the others are seeing?

B: The same. In the beginning it was all, everybody was feeling the happiness, there was that sad time when we heard about it and painful time going through it, all that...you have to take it in and I think the last is where we are at now where we are still waiting on what is to come. That is why I am very undecided, head is full of things, can say my head is painning you know and we have to just sit and just wait on what is to come.

R: Exactly

B: Yes because there is no rushing time that is how I feel now.

R: And now, while we are talking I can see A writing love, joyful, very happy, so clearly before this as a family you were very strong, very happy. Everything worked out well, you sorted out you know whatever it was, you know you are working hard, you are working long hours and A living with your mom and it worked out fine and everyone were happy and this thing happened and during I can see there is a lot of shock, but also tears and red eyes that. Would you say that the red and the blue eyes resemble that sad and anger and this tears on your face.

B: All the thoughts are just so overwhelming.

R: I want everyone to begin right here, in that loving space with the trauma happening, with whatever happened because life does take you through different things but just to get there again and that is going to take a lot of work, a lot of hard work and also a lot of effort and input and that is just the sad thing about trauma unfortunately happening and especially sexual abuse, because it happens to one person normally, but yet it affects the whole family and it is everyone who has to deal with it and work through it. But what I can see form your picture is happy, not happy, sad, ma, angry and in the end definitely very angry. I want us to start focus more on solutions, what we can do to make it better. I want all three of you to come up with a solution. It does not help just talking about these feelings, we need to think ahead and say this is what we can do to make ourselves feel better. So I am going to start with you mom. Give me one solution and I am going to write the solutions on here and at the end of the session we can have a look at the solutions. How many of them we actually did.

C: Solutions in trying to get to...

R: to make it better

B: oh ok to make it better

R: A solution to make the sadness and anger less

B: I just feel that we are there for each other right now. That is something that we always had. We are, I feel strong as a family and we can see this through, being there for each other and you know from spending more time with A, trying to be there for her through this whole ordeal. I think planning my time, it is not always easy, and so I have to be there over time to show her that I am still there for her. I am not going anywhere and I have to just spend quality time with her in order for her to feel that we are here and that we are not going anywhere, we will be there for her and work through it with her. Just to help her feel better.

R: And that is like being a family, work together

B: Yes.

R: And you A, you give me a solution. How do you think we can change this a little bit to make it more like the beginning part. Like what you have written there loved, cared and joyful and very happy.

A: I just want to get this over and done with because it is bringing us not to a good situation because I know he is going to lie in court about this so I just want to get it over and done with so we can live the same life like we used to.

R: So there is a great need for things having to be the way that it used to be. Get this out of the way and if you stand in court and you now he is lying? How will that make you feel?

B: Well, I won't feel anything and I won't care because I know that he will be lying and I know that they won't take his lies and I know that he feels guilty inside.

R: And also what you must remember is the professional people, they deal with this every day, they know when people lie and when they don't, they can see when someone lies, so as long as you just stick to your story. I agree with A, once it is over and done you can say and feel that you have closed the door, now we can move on.

B: Now we can move on.

R: Whether he is behind bars or not.

R: At least you know that you have done your best. And you ma?

C: What can I say? Like I also said now, I just hope that everything will be over soon. It will take time but it will heal things. It is just the waiting on you know, the court hearings and things and think when it is over there will be a great relieve for me, for everybody because right now we are not happy. It is just there.

R: It is like somebody having to go to hospital because they broke their leg and now they need 'gips aan en nou kom die gips af, dan gaan hulle weer vir 'n extraal' and unfortunately until the leg is not fixed they won't be able to walk again. Ok. So what I want you to do is look at your picture and take a mental picture note of this and think of this and thinking we are at this stage already, we have come this far, we are here already. Don't think of yourselves being here, think of yourselves being a little bit, it might be a tiny bit, moved on.

A: Have moved on yes

R: Do you know what I mean? How do you feel when I say that A?

A: I feel good when you say that because it is just bringing us trouble with what has happened now, so I just want to change it.

R: And from an adult's side, I can hear how much she just wants to be happy again.

B: Yes

R: And the happier we are as adults, I say we, but it is more the adults in her life are happier, the happier she will feel. Like I said the last time as well she knows you are struggling to sleep, she knows you are feeling guilty she even said the feeling of guilt.

B: Yes, that is right

R: You have to allow yourselves time as you have a lot of anger to work through, a lot of disappointment, guilt and a lots of stuff happening at work and ma has guilt, you have the why why, why and off course A needs to work through her own trauma.

B: That is right.

R: But these sessions would allow her to just open up her mind and raised her awareness of how she is actually feeling. Ok, it seems like there is time for a game? Or what do you say?

A: Yes! (*Energy levels raised, immediate less stressful atmosphere*)

R: So let's take this away. (Researcher takes the piece of paper away and makes space. I am not even going to fold it. It is such a special piece of work. Ok, I want you all to close your eyes and what I am going to do is I am going to send around the different pieces of clay and I want you to smell it and then I want you to tell me what it smells like. You are not going to know what color is coming your way. Each one has a certain smell and it resembles a certain kind of fruit.

A: Yes.

R: Ok, close your eyes. I am going to start with ma, you can smell it and tell me.

A: You mustn't peep. (The researcher passes the clay to ma)

R: And nobody is allowed to peep. Whoever peeps is out of the game...hahah

C: That is it. It is over. I can't think what this is. I hope mine is strawberry

R: Ok ma, carry on, I am going to reveal. If you think you know what it is so ma said it is a strawberry. I am not going to say it is the truth or not.

B: No what must I do?

R: Pass it on to A

C: Can I open my eyes?

R: Yes you can open it

C: It is a red one.

R: Pass it on to your mom and you can open your eyes and don't say anything.

A: And don't say anything. Keep quiet. She already knows. This is a red one.

R: Well done all of you.

A: It is a strawberry flavor.

R: And what does strawberry remind you of? The red one, nice sweet stuff hey?

B: That is right. Strawberries and cream.

R: Close your eyes. Everybody eyes closed?

A: Yes. It is the same one

R: It could smell quite similar. I think also when the smell is on your hands

A: The green one

R: Ok move on

B: Ok you can move. They smell the same. I am just going to guess. Yellow, the yellow one.

R: Ok move on

A: Open my eyes. Shhhh. This one smells exactly like the red one. Yes, it is very similar. I am going to take the blue one.

R: Open your eyes.

B: It smells citrusy.

R: It does hay?

C: That is why I said I am just guessing man.

R: This one is sweeter, this one is citrusy, and you can smell it. Oh you want another round. Ok, let's do another round. Ok, close your eyes. Ok, let's do this. Ok ma here it comes

C: It is the same smell. What is this smell? Green.

R: Great. A.

B: It is a more down flavor one. This one smells like apple. Oh it is green.

R: Ok, next one.

C: I also say it is green.

R: Open your eyes. All of you are right. So the yellow one that is a tricky one. We have got a winner. Someone who has got them all right.

B: So it must be Miss A!

A: I only got one right.

B: Is it?

R: No you got all of them. Come get your prize. Hold your hand. Where do you want it? Do you want it on your forehead? There we go and there is your prize.

B: Well done A.

R: There is your prize because you are the winner of this contest.

C: What is it?

R: You get a little reflector fish. See. Because you are the winner.

A: All three right

R: So this brings us now unfortunately to the end of our session and I just want to because this is also for my study like I said in the beginning, want feedback from your side of this session specifically and also the last session, how it has been going, I would like your honest opinion. If you think it is boring because this is a study, I need to work on this, so I want you all to say what you liked and disliked about this session.

C: There is nothing that we don't like. I like today's session, because why, bringing your feelings I had and all that.

R: Talking about feelings and the fact that you had to draw it on a piece of paper/

A: It is very nice.

R: What is nice for you and what about it made it nice for you?

A: To draw it and to show us how we feel and the mood that we are in and all of that.

R: Because it is easier sometimes to see it like that instead of having to think about it and talk it and for your mom.

C: What for me is good to see A go through the process of expressing herself

R: So she does not do that at home?

C: No she does not. Don't talk, nothing. Sharing her feelings with us, that is something I found last week that she opened up and that is a good thing and you know like we said, we are trying to help her through this, and just to get everything cleared up and to see after where we stand. This is why it is all about time right now, what she is doing, she is doing good, she did very well at school which is the one thing that I can be proud of and I just need to know, she just needs to open up me to tell me how she feels every day, if she wants to tell me every day, or if she wants to tell me on a weekend basis.

R: Have you found that she opens up more on how she feels since this family therapy started?

B: Yes I think so.

R: Voicing more, I am feeling sad, I am feeling happy, I am thinking about him etc.

B: Speak about it.

R: Ok

C: She speaks about it more, yes

R: And the fact that you had to draw and use clay and crayons and all sorts of things and play these funny games?

B: Yes it is something that A is also showing maybe she can put down her feeling on a piece of paper and also saying how she was feeling so I can also say that she was happy in the beginning with me and there was not a sad face in the beginning, not like she didn't want that, she felt like I felt, also happy in the beginning. There was nothing wrong.

R: Ok, so it was nice for everyone to see the pattern for everyone, so now you are more aware of each other's feelings. You tend to think I am the only one feeling guilty but then you see everybody is feeling guilty.

B: Yes, everybody is feeling the same

R: And for A, how are you enjoying the sessions?

A: Fine, I know now how mommy and ma feels

R: And do you enjoy all the drawing and the clay and the painting, well not painting yet, but all those kind of things? Does it make it easier for you to think about how you are feeling?

A: Yes

R: You go and fetch it somewhere where you wouldn't go take it when you just talk about it. So overall you would say that these session are working?

A: Yes

B: She is actually looking forward to tit. I think A interprets it better when she does a drawing because she doesn't feel like expressing herself.

R: It is very difficult for her to express verbally how she is feeling, it is much better on a piece of paper.

B: Yes, on a piece of paper yes. She has asked the court councillor if she could express herself in a drawing you know. She said it is not a problem, I asked the prosecutor if she is allowed to do it and can I come back to you because I think talking about it, is really disturbing for her.

R: Because it brings up all that 'yukky' stuff and that is what we need to get to. Sometimes we need to open up about the 'yukky' stuff and get it out.

C: It is all I want for her.

R: Otherwise it sits here. (*Researcher points to her heart*)

C: Yes

R: About the 'yukky' stuff in the bin, but we will get there

A: Clean it

B: You must take it out. That is right and mommy would like you to take out and talk about it.

R: And I think she has projected nicely in these sessions. It is hard to do it never mind just by yourself with one person but to do it in front of your family is a completely different story.

B: That is right

R: But you are doing so well and you are such a good girl. But I want to thank you once again for participating in this study and next week we will focus on some other activities and thanks for coming once again. So next week we are in the fifth session.

B: The fifth yes.

R: So next week we can make it for 2.30pm again?

B: 2.30pm that is fine yes. That is fine.

A: Excuse me I always wanted to ask you how old are you?

R: Ok, so how old do you think I am?

B: I wonder why that is always the question. A Came across the court councillor and asked the same question. Don't ask me why. How old do you think I am?

A: Late 20's

R: Late 20's?

R: No, beginning 30's.

B: Thank God for that. I also thought you were in your 30's

R: I am 33 years old.

B: I was thinking 30's. Something A likes to ask people.

R: And how old are you?

B: I am going to be 38 on the 1st of November.

R: Wow you are looking good for your age.

R: Now that we know how old everyone is, thank you once again for participating in this study, your input is much appreciated!

APPENDIX 3

CONSENT DOCUMENTS

APPENDIX 3A

CONSENT TO PARTICIPATE IN RESEARCH: CAREGIVERS

FAMILY PLAY THERAPY IN THE CONTEXT OF CHILD SEXUAL ABUSE: AN ECOLOGICAL AND GESTALT FIELD APPROACH MODEL

You are asked to participate in a research study conducted by *Arina Fourie student, PHD in social work* from the Institute for child, Youth and Family studies. This study will contribute to a research report.

1. PURPOSE OF THE STUDY

To develop an integrated family play therapy model for families with children in middle childhood who were subjected to sexual abuse and for specific activities to be implemented as part of the tentative family play therapy model for the researcher to reflect on their experiences.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

To have 6-10 family play therapy sessions with me, Arina Fourie. Each family play therapy session will be about an hour long. During these sessions we will talk and use creative techniques. These sessions will be once a week. At first a total of four families will be identified who will be involved in 6 – 10 sessions of integrated family play therapy. After each session, I, Arina Fourie plan to talk with each one of the family members and ask questions about how they felt during the sessions and what the good and bad things were. During the sessions, I, Arina Fourie will take notes and I will record what was said during each sessions.

3. POTENTIAL RISKS AND DISCOMFORTS

If you, at any time feel uncomfortable or have any questions or need to discuss any issue during or after the sessions, I will bring you into contact with a play therapist or one of our support workers.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

It will be beneficial to the whole family and will help all the family members and the victim of child sexual abuse as part of the family. It will give the whole family the opportunity to talk about how their feelings and emotions regarding the fact that one of their family members has been sexually abused.

5. PAYMENT FOR PARTICIPATION

You will not receive any payment for your involvement.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of not using your names and using a number when referring to you in the research report. I will keep all information locked and only I will have access to it. Sessions will be recorded on tape and only I will have access to the tapes. When the research report is completed and all my examinations finished, the tape recordings will be destructed.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me, Arina Fourie on 0832940467 or my study supervisor, Dr. Mariette van der Merwe, 0829646697.

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Dr. Mariette van der Merwe, 0829646697 at the Institute for Child, Youth and Family studies.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described toby (Arina Fourie in Afrikaans/English) and I am in command of this language or it was satisfactorily translated to me I was given the opportunity to ask questions and these questions were answered to my satisfaction.

[I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study.] I have been given a copy of this form.

Name of Subject/Participant

Name of Legal Representative (if applicable)

Signature of Subject/Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [name of the subject/participant] and/or [his/her] representative _____ [name of the representative]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [Afrikaans/*English/*Xhosa/*Other] and [no translator was used/this conversation was translated into _____ by _____].

APPENDIX 3B

CONSENT TO PARTICIPATE IN RESEARCH: CHILD PARTICIPANT

FAMILY PLAY THERAPY IN THE CONTEXT OF CHILD SEXUAL ABUSE: AN ECOLOGICAL AND GESTALT FIELD APPROACH MODEL

You are asked to participate in a research study conducted by *Arina Fourie student, PHD in Social work* from the Institute for child, Youth and Family studies. This study will contribute to a research report.

1. PURPOSE OF THE STUDY

To develop an integrated family play therapy model for families with children in middle childhood who were subjected to sexual abuse and for specific activities to be implemented as part of the tentative family play therapy model for the researcher to reflect on their experiences.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

For you and your family to have 6-10 family play therapy sessions with me, Arina Fourie, during which we will play and talk. Each session will be about an hour long. During these sessions we will talk, have fun and play. These sessions will be once a week. After each session, I, Arina Fourie plan to talk with everyone in your family, including you to find out what you liked and did not like about the play sessions. I will also ask you to tell me about your good and bad feelings you had during this play time and ask questions about how you felt during the sessions and what the good and bad things were. During the sessions, I, Arina Fourie will write while we talk and play and I will record the things that we talk about on a tape recorder.

3. POTENTIAL RISKS AND DISCOMFORTS

If you, at any time feel uncomfortable or have any questions or need to talk during or after the sessions, I will bring you into contact with a play therapist or one of our support workers.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

It will help you and your family to talk about good and bad things that has happened in your life and in the life of your family.

5. PAYMENT FOR PARTICIPATION

You will not get paid for taking part in this study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of not using your names and using a number when referring to you in the research report. I will keep all information locked and only I will have access to it. Sessions will be recorded on tape and only I will have access to the tapes. When the research report is completed and all my examinations finished, the tape recordings will be destructed.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me, Arina Fourie on 0832940467 or my study supervisor, Dr. Mariette van der Merwe, 0829646697.

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Dr. Mariette van der Merwe, 0829646697 at the Institute for Child, Youth and Family studies.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

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[I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study.] I have been given a copy of this form.

Name of Subject/Participant

Name of Legal Representative (if applicable)

Signature of Subject/Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [name of the subject/participant] and/or [his/her] representative _____ [name of the representative]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [Afrikaans/*English/*Xhosa/*Other] and [no translator was used/this conversation was translated into _____ by _____].

Signature of Investigator

Date

APPENDIX 3C

CONSENT TO PARTICIPATE IN RESEARCH: PROFESSIONALS OF FOCUS GROUP

FAMILY PLAY THERAPY IN THE CONTEXT OF CHILD SEXUAL ABUSE: AN ECOLOGICAL AND GESTALT FIELD APPROACH MODEL

You are asked to participate in a research study conducted by *Arina Fourie student, PHD in Social work* from the Institute for child, Youth and Family studies. This study will contribute to a research report.

1. PURPOSE OF THE STUDY

To develop an integrated family play therapy model for families with children in middle childhood who were subjected to sexual abuse and for specific activities to be implemented as part of the tentative family play therapy model for the researcher to reflect on their experiences.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

To have focus group discussion with me, Arina Fourie and the rest of the group participants. The focus group discussion will be once off and could be between one and three hours. During the focus group we will discuss the possible functional elements of a family play therapy model within the context of child sexual abuse. Possible family play therapy techniques will also be discussed. The structure, process and content of the possible family play therapy model will be outlined and viewed and re-viewed. It is expected that professionals provide the researcher with their professional feedback and input derived from their knowledge and practical experiences of child sexual abuse and family play therapy. During the focus group, I, Arina Fourie will take notes and I will record what was said during the discussion.

3. POTENTIAL RISKS AND DISCOMFORTS

You are allowed to withdraw from the study at any time if you feel the need to do so.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

It will be beneficial for the professional group to identify their views and opinions on family play therapy in South Africa. You will have the chance to provide your professional knowledge and skills which will be taken into account in the further development and the refinements of the family play therapy prototype.

5. PAYMENT FOR PARTICIPATION

You will not receive any payment for your involvement.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of not using your names and using a number when referring to you in the research report. I will keep all information locked and only I will have access to it. Discussions will be recorded on tape and only I will have access to the tapes. When the research report is completed and all my examinations finished, the tape recordings will be destructed.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me, Arina Fourie on 0832940467 or my study supervisor, Dr. Mariette van der Merwe, 0829646697.

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Dr. Mariette van der Merwe, 0829646697 at the Institute for Child, Youth and Family studies.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described toby (Arina Fourie in Afrikaans/English) and I am in command of this language or it was satisfactorily translated to me I was given the opportunity to ask questions and these questions were answered to my satisfaction.

[I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study]. I have been given a copy of this form.

Name of Subject/Participant

Name of Legal Representative (if applicable)

Signature of Subject/Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [name of the subject/participant] and/or [his/her] representative _____ [name of the representative]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [Afrikaans/*English/*Xhosa/*Other] and [no translator was used/this conversation was translated into _____ by _____].

Signature of Investigator

Date

APPENDIX 3D

CONSENT TO PARTICIPATE IN RESEARCH: PROFESSIONALS - DISCUSSION GROUPS

FAMILY PLAY THERAPY IN THE CONTEXT OF CHILD SEXUAL ABUSE: AN ECOLOGICAL AND GESTALT FIELD APPROACH MODEL

You are asked to participate in a research study conducted by *Arina Fourie student, PHD in Social work* from the Institute for child, Youth and Family studies. This study will contribute to a research report.

1. PURPOSE OF THE STUDY

To develop an integrated family play therapy model for families who were subjected to sexual abuse.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

To have an in-depth group discussion with me, Arina Fourie and the rest of the group participants. The group discussion will be once off and could endure between one and three hours. During these discussions we will discuss the family play therapy prototype developed and refined for the purposes of this study. The content, process, different theoretical approaches, implementation and different techniques used, will be discussed. It is expected of the professionals to provide the researcher with feedback and input into tentative model and the implementation with families in the context of CSA. During the discussion groups, I, Arina Fourie will take notes and I will record what was said during each sessions.

3. POTENTIAL RISKS AND DISCOMFORTS

If you, at any time feel uncomfortable or have any questions or need to discuss any issue during or after the sessions, I will bring you into contact with a play therapist or one of our support workers.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

It will be beneficial to the whole family and will help all the family members and the victim of child sexual abuse as part of the family. It will give the whole family the opportunity to talk about how their feelings and emotions regarding the fact that one of their family members has been sexually abused.

5. PAYMENT FOR PARTICIPATION

You will not receive any payment for your involvement.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of not using your names and using a number when referring to you in the research report. I will keep all information locked and only I will have access to it. Sessions will be recorded on tape and only I will have access to the tapes. When the research report is completed and all my examinations finished, the tape recordings will be destructed.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me, Arina Fourie on 0832940467 or my study supervisor, Dr. Mariette van der Merwe, 0829646697.

APPENDIX 4

EVALUATION FORM: FAMILY PARTICIPANTS

- What is a positive change someone in your family has made during your time in therapy?
- What is your family able to do better now?
- Tell about something you have learned about someone in your family during your time in therapy
- Tell about a skill you learned in therapy that you can use to deal with problems that arise in future
- What advice would you give to another family who are experiencing a similar problem that brought you o therapy?
- What session was your favorite and why?
- How did you find the play as part of the family therapy process
- What was it like talking and sharing with your whole family?

The feedback from the family participants were captured in the researcher's field notes and are not included.

APPENDIX 5

PHOTO EVIDENCE

Family drawing of family after abuse (assessment) (Family 2)

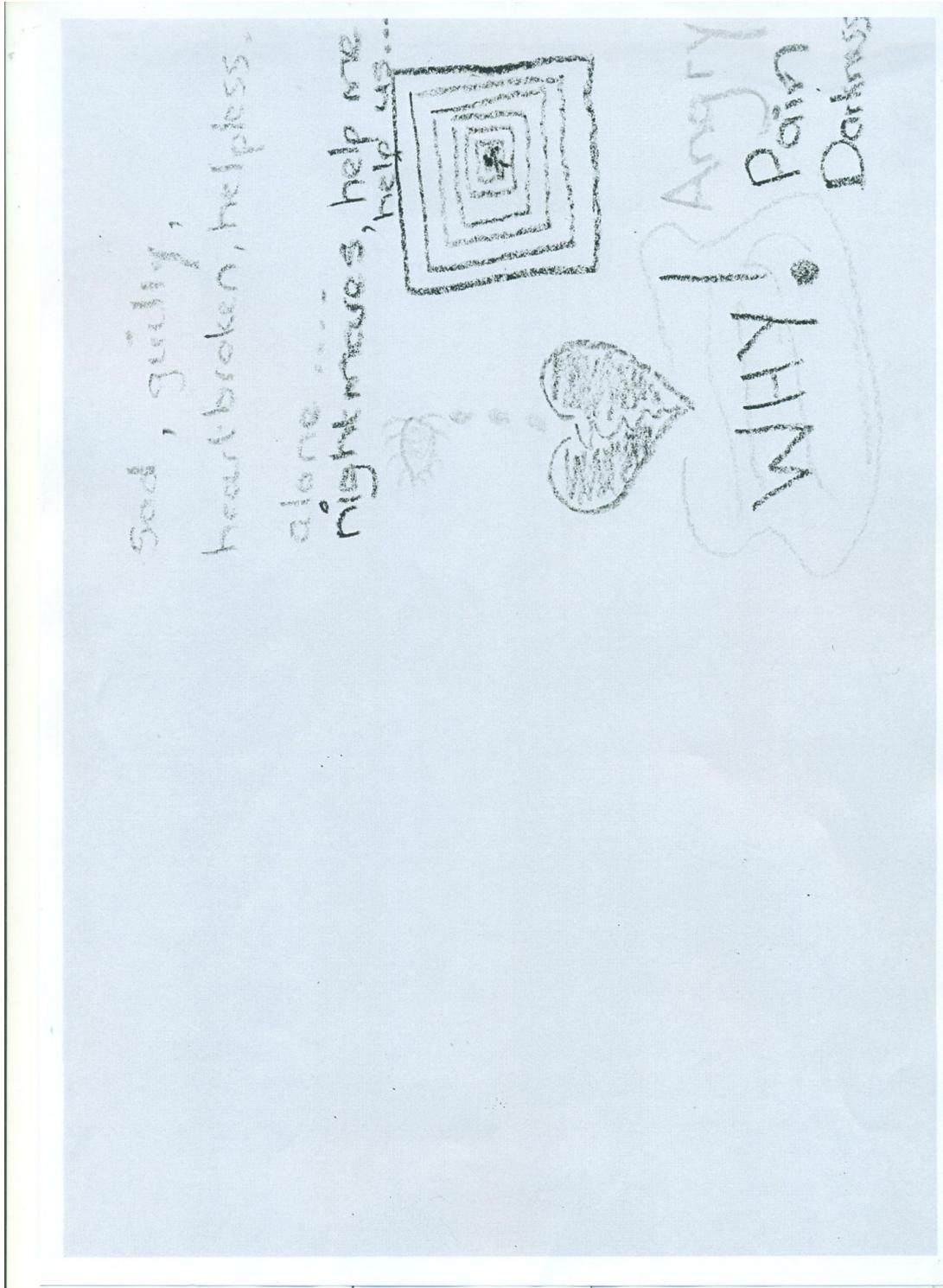
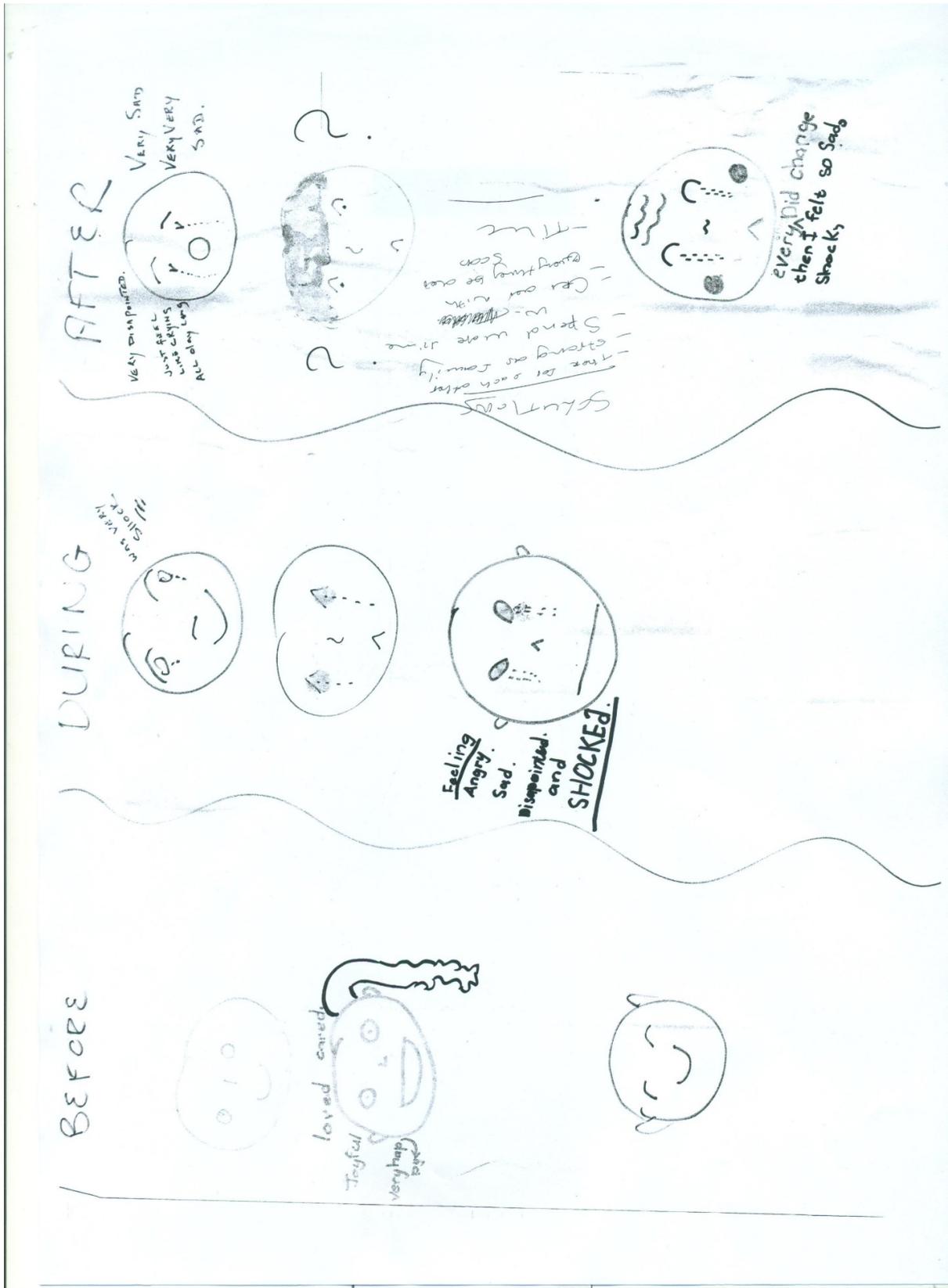
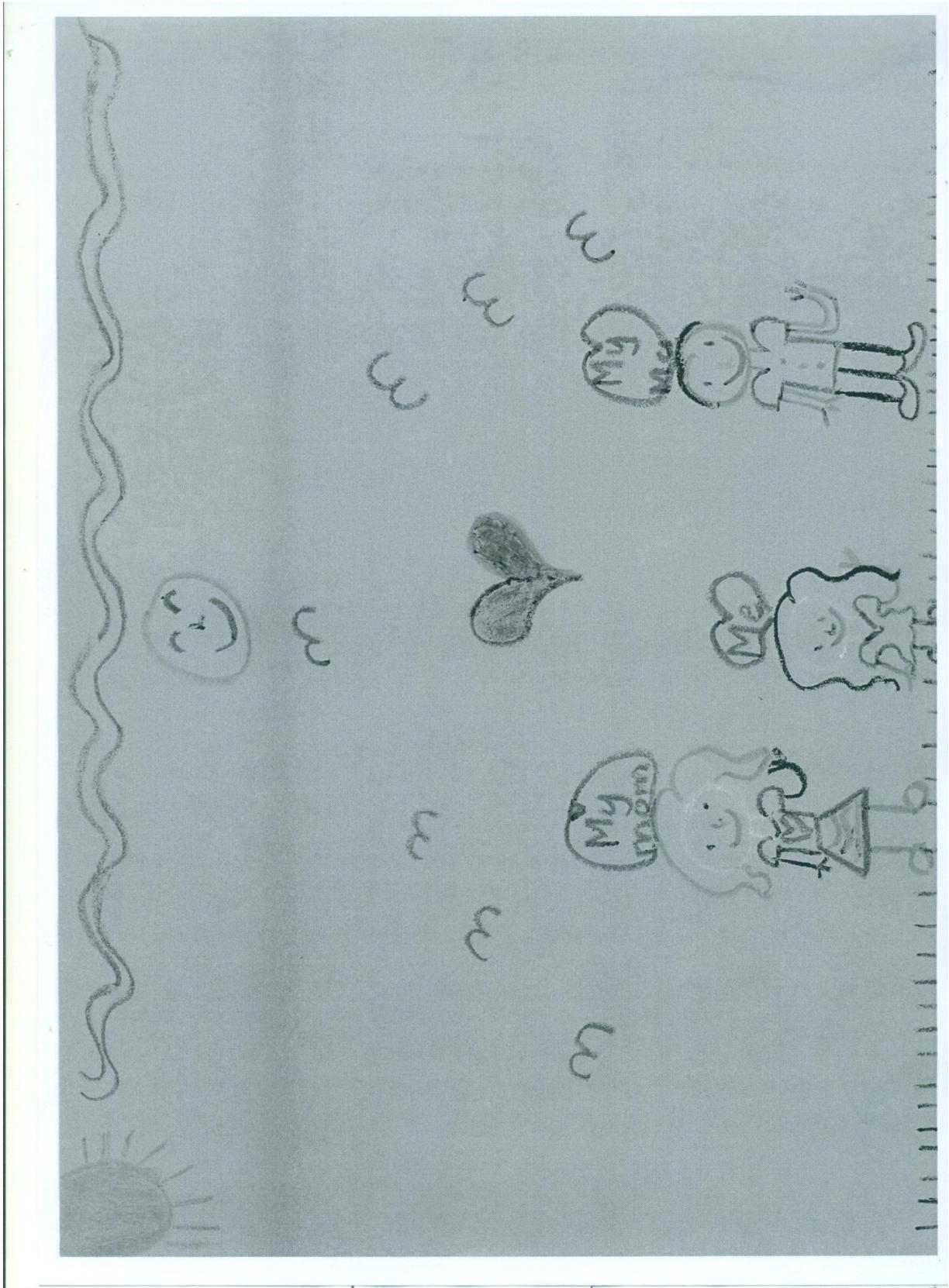


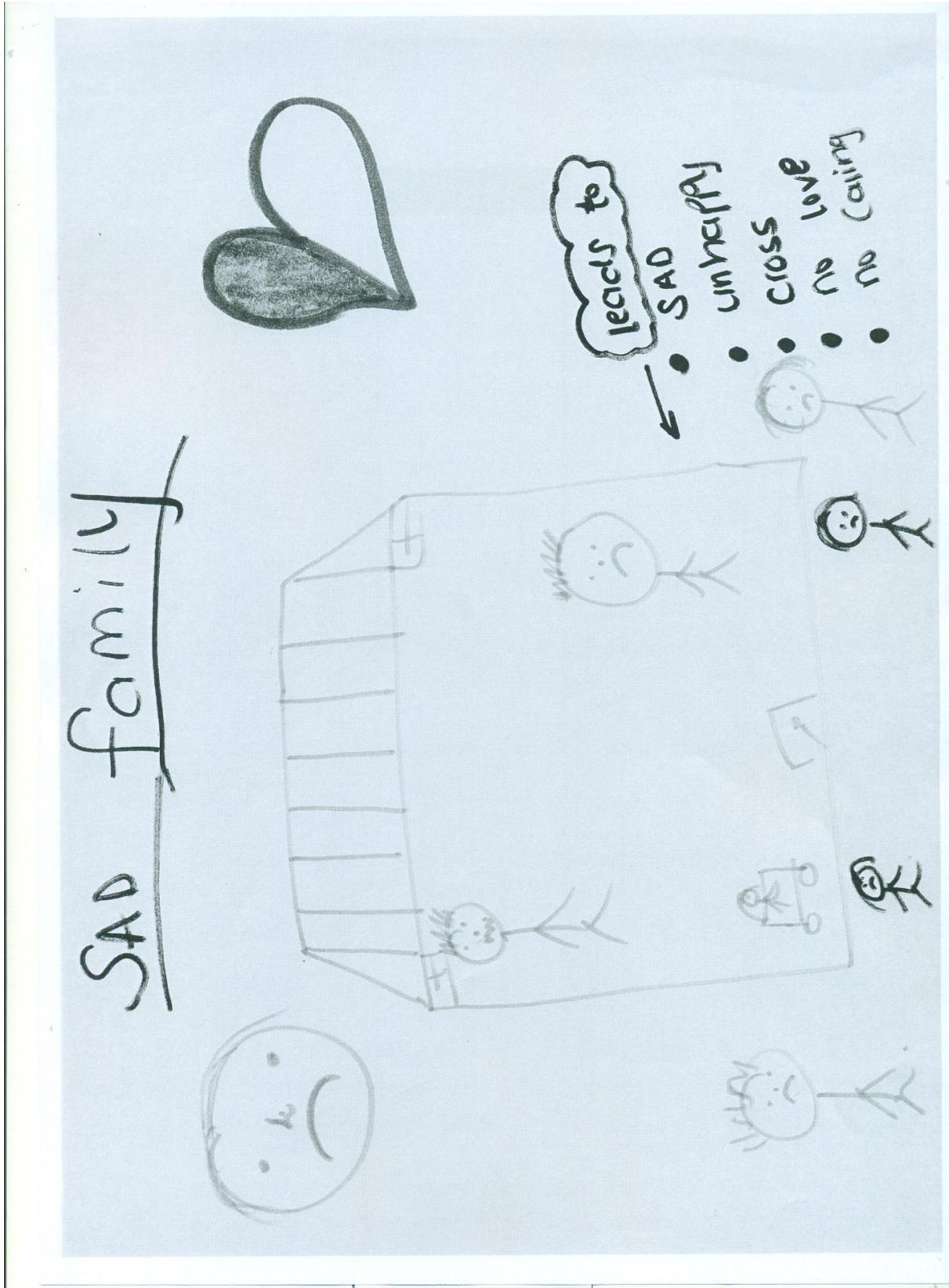
Illustration of the before, after and during technique (Family 3)



Happy family drawing before the abuse (Family 3)



Sad family drawing after the abuse (Family 1)



Sad family drawing after the abuse (Family 2).

