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### **The University of Edinburgh/NSPCC Child Protection Research Centre annual report 2013**

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# NSPCC Child Protection Research Centre Annual Report 2013

## March 2014

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## 1. OVERVIEW OF THE CENTRE

This report provides a brief description of the Centre including our work, approach, progress to date and our direction of travel. It should be read in conjunction with the Centre's Logic Model (see p8) that includes additional detail particularly in relation to types of research and outcomes.

### 1.1 WHAT WE DO

The Child Protection Research Centre is an innovative partnership between the University of Edinburgh and the National Society for the Prevention of Cruelty to Children (NSPCC). We conduct interdisciplinary and international research and foster dialogue to address entrenched problems in child protection.

### 1.2 WHY WE EXIST

For us 'child protection' includes all forms of harm perpetrated against children and young people whether from caregivers and adults or from other children and young people. The challenges for those working within the field of child protection are immense. Yet organisations and professionals working across the UK and internationally can and do make a difference to children. To be effective requires constant vigilance and joint working and so, at the Child Protection Research Centre, we join with those working to keep children and young people safe by bringing our research, knowledge and insights to support this important work. We want to ensure that children and young people are kept safe from all forms of child maltreatment: emotional, physical and sexual abuse, neglect and peer-to-peer harm; and where they have already been harmed, to help them recover as quickly and as fully as possible.

### 1.3 VISION AND MISSION

Preventing child abuse and neglect is our ultimate vision. We contribute to this by providing research and education to:

- Understand the scope and magnitude of child abuse and neglect;
- Identify, scale-up and evaluate promising interventions for response and prevention;
- Influence policymakers and practitioners with our research.

For us, success means that:

- Child abuse and neglect is prevented.
- All children, young people and adults who have experienced child abuse and neglect have access to the best responses and these responses are developed incorporating the views of children and young people.

- Policymakers incorporate the voice of children and young people and use evidence-based research produced by the Centre to develop and inform policies addressing child abuse and neglect.

## 1.4 AUDIENCE

Our work is designed to be appropriate for an international, multidisciplinary audience of academics, senior policymakers and professionals. It is designed to be helpful to children and young people, parents and communities. Our research is relevant to national governments, international bodies, professionals in health, social work, education, law enforcement and the criminal justice systems as well as to international development organisations.

## 1.5 HOW WE WORK

- We work to ensure our research is excellent, relevant, accessible and collaborative. These are the principles and values that underpin our work:
- Delivering excellent research that is independent and academically robust.
- Conducting research that is relevant both within the devolved UK and an international context.
- Ensuring our work is accessible to a wide, multi-disciplinary audience including academics, senior policymakers, professionals and other users and beneficiaries of research, including children and young people.
- Actively fostering links through collaborations and exchanges to strengthen the work and its impact both in the UK and globally.

## 1.6 ACTIVITY

Our work encompasses all areas of child protection and has four main strands:

- Providing research leadership and ongoing skill development for research on child abuse and neglect. This includes participating in advisory committees, government working groups and professional bodies at both local and international levels.
- Conducting a wide variety of child protection research to address gaps in our understanding of the magnitude of child abuse and neglect and to provide a deeper understanding of the mechanisms underlying effective response and prevention. This includes prevalence studies, systematic reviews, policy research and participatory research, among other approaches.
- Ensuring an active programme of knowledge exchange and sharing learning through publication and fostering links and dialogue nationally and internationally.
- Developing an MSc in International Child Protection Research to educate the next generation of child protection researchers who can make a contribution to the field of child protection globally.

## 1.7 OUR APPROACH TO RESEARCH

Our core work streams are established in dialogue with key stakeholders including the NSPCC, the University of Edinburgh disciplines and the Centre's Advisory Committee and draws on the extensive knowledge of others involved in child protection across the UK and internationally. To achieve our mission and vision we draw on our multi-disciplinary team to undertake research at all levels of need<sup>1</sup>, including a particular focus on children at significant risk of harm and/or with acute or complex needs. We take a public health approach to child protection and our work is informed by the MRC framework<sup>2</sup> for complex interventions. We are committed to user involvement throughout the research process.

## 1.8 PROGRESS TO DATE

Since our inception, the Centre has undertaken specific studies in areas of identified priority and gaps in child protection research. Additionally, we have examined the direction of child protection reform, trends in policy and the impact of devolution on child protection in the UK. Collaboration is at the heart of our approach. While maintaining independence, we continue to strengthen our relationship with our founding partner – the NSPCC – and with senior policymakers and academics. Our work has been presented through publications including a book series, journal articles, reports and key message papers. Additionally, we have hosted a number of four-nation seminars, international exchange visits and we have participated on government working groups and international conferences on child protection.

## 1.9 AMBITIONS AND DIRECTION OF TRAVEL

Child protection research is growing internationally, evidenced by investment in national child abuse and neglect prevalence studies, coupled with increasing investment in promising practices to respond to and prevent child maltreatment. This highlights the growing need for child protection researchers who are at the forefront of research internationally. These large-scale investments in child protection research and evaluation also indicate that offering postgraduate training in this specialised field is vitally important and timely. The Child Protection Research Centre is well placed to contribute to the agenda of understanding the magnitude and consequences of child abuse and neglect; to evaluate and scale up effective response and prevention; and to offer bespoke postgraduate education in child protection research.

In order to achieve our mission and goals, the Centre will:

- Continue to secure funding and conduct excellent, relevant, accessible and collaborative research.

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<sup>1</sup> **Four Levels of Need Model:** Level 1 – all children and young people; Level 2 – children who are vulnerable (may be at risk of school exclusion); Level 3 – children in need (complex needs); Level 4 – children at significant risk and/or with acute needs. (Drawn from Hardiker, P., Exton, K. and Barker, M. (1991) *Policies and Practices in Preventive Child Care*. Aldershot: Avebury.)

<sup>2</sup> <http://www.mrc.ac.uk/Utilities/Documentrecord/index.htm?d=MRC003372>

- Strengthen our networks, profile and contribution on UK and international committees, government working groups, global bodies and in other arenas with the outcome of moving the child protection field forward by our contributions.
- Reinforce our contribution to the excellent reputations of both NSPCC and the University of Edinburgh by conducting robust research, increasing our academic outputs and being at the forefront of knowledge exchange in child protection research. Two examples of how we plan to achieve this are to host the British Society of Prevention of Child Abuse and Neglect (BASPCAN) Conference in 2015 and to make a strong contribution to the University of Edinburgh's 2014 and 2019 Research Excellence Framework exercises.

## 1.10 SET-UP AND GOVERNANCE

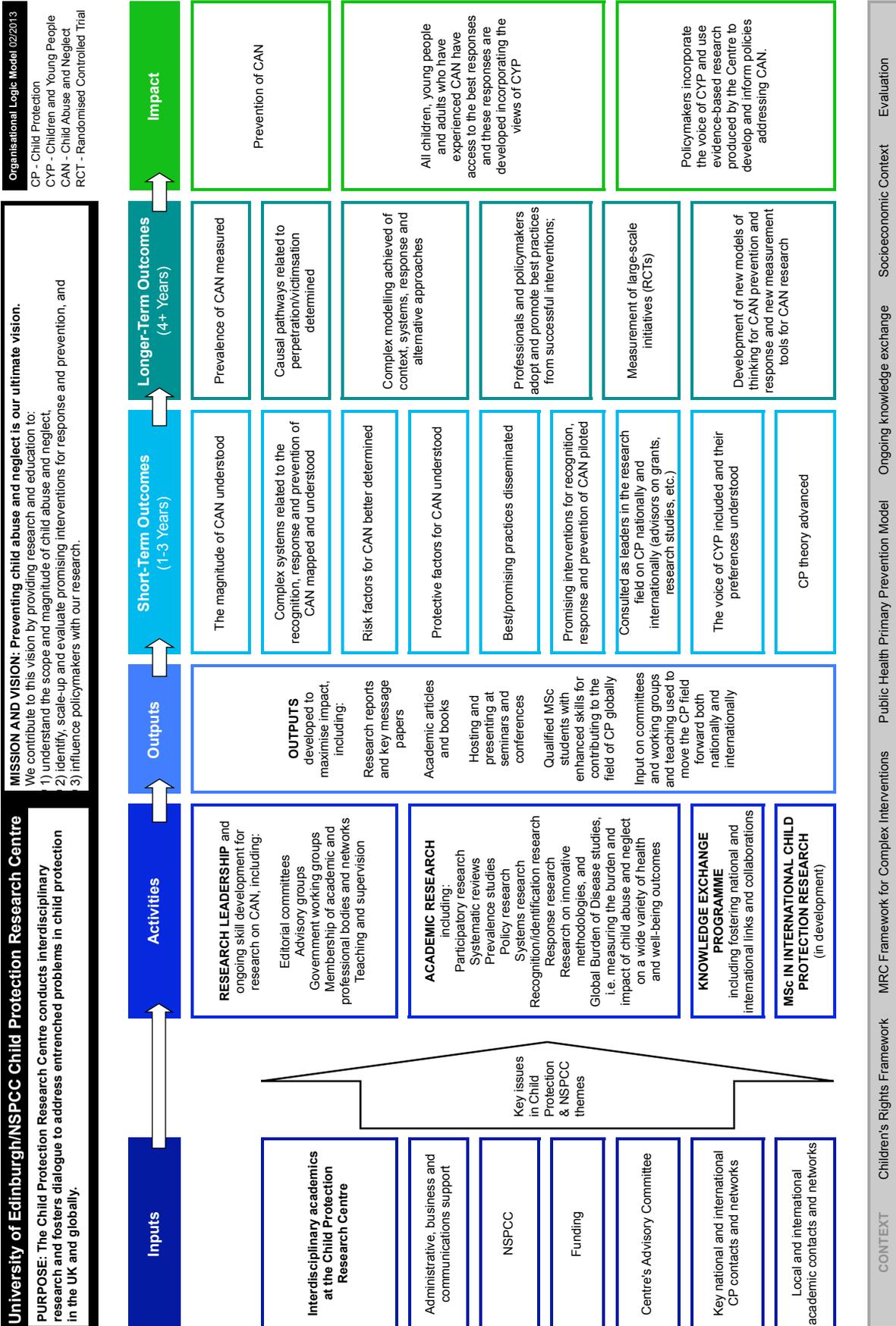
The Centre<sup>3</sup>, established in 2007, is part funded by the NSPCC and is based within the University of Edinburgh, situated within the Moray House School of Education. This unique partnership between the UK's biggest child welfare charity and a prestigious university<sup>4</sup>, ensures that our work has academic rigour and independence, as well as strong links to practice and policy development. We collaborate closely with our colleagues at the NSPCC to ensure the relevance of our programme design and application. We contribute to the strategic goals of excellence in education, research and innovation at the University of Edinburgh through our development of high quality academic papers, events and by our participation in University programmes and committees. Our links internationally and across the UK as well as our Advisory Committee are pivotal in ensuring the relevance and applicability of our work. In addition to funding and support from both the NSPCC and University of Edinburgh, we actively seek grants for work that meets our mission.

The research team members come from a variety of disciplinary backgrounds including social policy, nursing, law, social work, anthropology and public health; and we ensure all research is conducted at the highest level with ongoing knowledge exchange and input from the NSPCC and other key stakeholders.

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<sup>3</sup> The Centre was previously known as the University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection (CLiCP). This name features on publications produced between 2007-2011.

<sup>4</sup> The University of Edinburgh is a Russell Group University and was ranked 32<sup>nd</sup> in the 2012/13 Times Higher World Rankings.



## 2. MEMBERS OF THE TEAM

### **PROFESSOR JULIE TAYLOR [PHD; RN; MSC; BSC (HONS); RNT; FRCN]: NSPCC CHAIR IN CHILD PROTECTION, CO-DIRECTOR**

Professor Julie Taylor was appointed to the NSPCC Chair in Child Protection and Co-Director of the Centre in February 2013 having been a visiting Professor at the Centre since 2011. Previous to this Julie was Professor of Family Health in the School of Nursing and Midwifery at the University of Dundee and was seconded to a UK national post as Head of Strategy and Development (Abuse in High Risk Families) with the National Society for the Prevention of Cruelty to Children (NSPCC). Until March 2010 she was Research Dean and Head of Division (Research and Postgraduate Studies) at Dundee and led the University's first submission to the Nursing Unit of Assessment in RAE 2008. Julie trained as a nurse in the 1980s at St James' University Hospital Leeds and held a number of increasingly senior nursing posts before entering higher education in 1992 at the University of York, going to Dundee in 1997. Funded research has been focused around optimal service delivery conditions for child care and protection practice, including 'good enough' parenting debates. She is the author of five books and numerous academic papers in child care and protection, most recently focused on children living with domestic abuse experience and child neglect. Julie was part of the Dept. of Health/Dept. for Children, Schools and Families 'Safeguarding Children' initiative, and has been the RCN representative on a number of Scottish Government Child Protection Review Groups. Julie is a Senatus Assessor of the University Court, Fellow of the European Academy of Nursing Science, Fellow of the Royal College of Nursing, Fellow and Council member for the Queen's Nursing Institute Scotland, on the steering committee for the Royal College of Nursing's Research Society, a founding member of the international Child Welfare and Gender Network, and a founding member of the Scottish Child Care and Protection Network. In 2010 she was appointed to the HEFCE Research Excellence Framework for Allied Health, Dentistry, Nursing, and Pharmacy (UoA3).

### **DR. ANNE STAFFORD: CO-DIRECTOR [PHD; MA (HONS)]**

Dr. Anne Stafford, senior lecturer, was the Founding Director of the Centre in 2007. Previously Anne was Deputy Director of the Centre for Research in Education, Inclusion and Diversity (CREID), also at the University of Edinburgh. She was Deputy Director of the Glasgow Centre for the Child & Society at the University of Glasgow from 2001 – 2004. Before that, for more than 10 years, she was Head of Policy and Research for the children's organisation, CHILDREN 1ST. Her research focus is: child abuse and child protection, children's rights and children and young people on the margins. She has worked on several studies in the area of children and domestic abuse, including 'The Support Needs of Children

and Young People who have to Move Home as a Result of Domestic Abuse'. She has also been involved in joint research funded by the Joseph Rowntree Foundation looking at the resilience of children in disadvantaged communities. With Centre staff she is developing and conducting research on the experiences of children who have experienced abuse in sport settings; mapping specialist therapeutic services to children and young people who have been sexually abused; monitoring developments in child protection policy throughout the UK. She has experience of managing and conducting research involving quantitative and qualitative methods and direct experience of conducting direct interviews with and alongside vulnerable children on sensitive topics. Anne's recent research involved the experiences of children and young people in sport settings in the UK; evaluation of the Women's Aid Children Services Fund for The Scottish Government; safeguarding and protecting children and young people.

### **DEBORAH FRY: LECTURER IN CHILD PROTECTION [MA; MPH; BA]**

At the Centre, Deborah undertakes primary research on the issues of child abuse and youth violence and is involved in research exploring both interventions and effective prevention. Deborah is also the Programme Director of the MSc in International Child Protection Research. Prior to joining the Centre, Deborah was Research Director at the New York City Alliance Against Sexual Assault. During her time at the Alliance, Deborah was the Principal Investigator (PI) on nine primary research studies on sexual violence and abuse in New York City ranging from participatory action research with immigrant communities to research with young people. She has comprehensive experience in researching issues of violence within school settings, developing quantitative research including electronic and ACASI surveys, leading qualitative research, conducting systematic reviews and conducting research with practitioners. Deborah has a Master of Arts degree from the Maxwell School of Citizenship and Public Affairs at Syracuse University and her Master of Public Health degree from Columbia University. Deborah was also a Fulbright Research Scholar from 2001 to 2002. In 2012, Deborah secured a prestigious Marie Curie Fellowship to follow a cohort of teacher trainees through to the end of their first year of teaching. This 3.5 year study (2012-2015) will be the first of its kind to examine longitudinally the knowledge, attitudes and perceived self-efficacy of new teachers in responding to issues of bullying and safeguarding in the classroom, providing crucial information on how best to support teachers in the complex teaching environments in which they operate. A hallmark of all her research has been working with young people and practitioners, be they school teachers, health clinicians or social workers, to explore the real-life, day-to-day issues for providing the safest and best environment to both reduce the impact of violence on young people and ultimately, to prevent violence from every occurring in the first instance.

## **DR. CHRISTINE JONES: LECTURER IN CHILD PROTECTION [PHD; MSC; BSC (HONS)]**

Dr. Christine Jones joined the Child Protection Research Centre in November 2013. After completing her PhD at Durham University in 2009 she was awarded an ESRC Postdoctoral Fellowship, which she undertook at the University of Edinburgh. She then spent from 2010 to 2013 as a lecturer in the Department of Applied Social Sciences at Durham University supporting the delivery of the MA Social Work and BA Sociology programmes and in the position of Acting Programme Director for the Postgraduate Diploma in Specialist Social Work with Children, Young People, their Families and Carers. Christine's research publications are concerned with the intersection of state policies, welfare practices and family relationships. She has a particular interest in the experiences and outcomes of looked-after children. She is currently PI on a study focusing on the emotional wellbeing of younger children in foster care. She is also part of a collaboration between the universities of Edinburgh, Glasgow and Strathclyde, the Fostering Network and Quarriers looking at permanency for disabled children.

## **CONNIE SMITH: SENIOR RESEARCH FELLOW [MA (HONS)]**

Connie started at the Centre in 2007 from the Scottish Parliament Information Centre where she was a Senior Research Specialist with responsibility for the Social Justice Policy portfolio. She produced briefings for MSPs on the Prostitution bill, fostering policy and institutional child abuse. In 2005 she was seconded to the Scottish Executive as the Senior Researcher to the Review of Social Work in Scotland. Prior to this Connie was Senior Policy and Research Officer at the Scottish Council for Voluntary Organisations for four years. She was responsible for policy analysis on funding and charity law and carried out research on survivors of sexual abuse. She also worked at Children 1st where her interest in child protection policy developed. In the Centre, Connie carried out policy analysis and research on the protection of children in community settings including mechanisms and arrangements for vetting adults working with children and barring unsuitable people from such positions. She lead on the implications of devolution on policy in the UK. She has researched provision of young people who display harmful sexual behavior and has ongoing interest in the risk management of these young people. Her current research is on meeting the emotional and mental health needs of young children who are in foster care as a consequence of abuse or neglect.

## **DR. KIRSTEEN MACKAY: RESEARCH FELLOW [PHD; MSC; LLB (HONS)]**

Dr. Kirsteen Mackay joined the team at the University of Edinburgh/NSPCC Child Protection Research Centre as a Research Fellow in December 2013. She is currently providing input on a number of projects and assisting with the collation of the course content for the forthcoming MSc in International Child Protection Research. Kirsteen's academic background is law. She holds an honours degree in law, as well as an MSc in Criminology and Criminal Justice, and has delivered teaching in law in a number of capacities over the last nine years. She continues to tutor in family law in the School of Law, University of Edinburgh. Kirsteen's doctoral research was funded by the Economic and Social Research Council (ESRC) and considered the treatment of the views of children in disputes over child contact that go before the courts. This led to a commissioned report for Scotland's Commissioner for Children and Young People, which focuses specifically on the treatment of children's views in those cases where domestic abuse is alleged. Since completing her doctoral research Kirsteen has worked for the National Centre for Social Research (NatCen), undertaking interviews for a number of projects such as British Social Attitudes and the Scottish Health Survey. She has also undertaken socio-legal research within the School of Law, University of Glasgow. Kirsteen is a member of the Scottish Parliament Cross Party Working Group on Children and Young People and is a member of the Domestic Abuse Research Steering Group, Scotland's Commissioner for Children and Young People.

## **DR. AUDREY CAMERON: RESEARCH FELLOW [PHD; PGCE; CCHEM]**

### **Talking about child protection – Researching the experiences and views of maltreated deaf and disabled children and young adults about the child protection system**

Audrey's current research interests include the experiences of deaf and disabled children and young people in the context of the child protection system, the inclusion of deaf pupils in Scotland and the development of science and engineering signs in British Sign Language. Audrey joined the Centre in September 2013 and is currently focusing on a grant supported by the NSPCC on the experiences of deaf and disabled children and young people in the context of the child protection system. After completing her PhD in Chemistry from the University of Strathclyde, Audrey went on to undertake postdoctoral research at both Strathclyde and Durham Universities before completing a PGCE course in Secondary Education at the Moray House School of Education in 2004. She then went on to become a member of the British Sign Language Glossary Team based at the Sensory Centre at Moray House School of Education, at the same time acting as a translator interviewing deaf people on behalf of organisations and a researcher for the Scottish Council on Deafness' recent Employment Research Project.

### **ZAIN KURDI: RESEARCH ASSISTANT [MPH; BA]**

Zain is a Research Assistant at the Centre and works on a collection of research projects, conducting both qualitative and quantitative research and analysis. Zain has a Masters in Public Health from the University of Edinburgh and a BA (Hons.) in Human Geography from Nottingham Trent University. Zain comes to the Centre with expertise in monitoring and evaluation including programmes in complex settings. Prior to joining the Centre, Zain worked at the UNICEF Jordan Country Office where she gained experience working on child protection issues for refugee and marginalized populations in Jordan. During her time at UNICEF, Zain was involved in managing an external evaluation for the Emergency Programme, conducting several needs assessments of the Iraqi refugee population in Jordan in addition to mapping exercises identifying education and psychosocial services for Iraqi and marginalized Jordanian children. These needs assessments and mapping exercises provided up-to-date information on the situation of Iraqi children and helped identify gaps in service delivery. Previous to her work at UNICEF, Zain worked for UNWomen (previously UNIFEM) as a project coordinator for the Iraq Programme.

### **KRISTIN CHILDERS-BUSCHLE: RESEARCH ASSISTANT [MSC; BA (HONS)]**

Kristin joined the Centre in April 2013 as a Research Assistant and works on a wide variety of projects and proposals, including fatal child abuse and neglect, safeguarding children in research contexts, qualitative and quantitative research analysis, and knowledge dissemination. Kristin has a Masters degree in Medical Anthropology from the University of Edinburgh and a BA (Hons) in Anthropology from Western Kentucky University in the USA. Prior to joining the Centre Kristin worked as a Public Health Researcher examining trends in infectious disease and epidemiology. Her previous work focussed on paediatric HIV and tuberculosis and in 2011 Kristin headed a longitudinal study examining psychosocial behaviours of HIV-positive mothers and their children living in rural communities in India.

### **ANNA ANDERSON: BUSINESS MANAGER [BA (HONS)]**

Anna joined the Child Protection Research Centre in December 2011 as Business Manager. Anna's responsibilities are to develop the business related activity of the Centre including pre and post award administration, finance and resource planning, networking and dissemination, event organisation, desk top and web publishing along with the project managements of the grants supporting the Centre. Prior to joining the University, Anna was the Business Manager at the Magnetic Resonance and Image Analysis Research Centre, University of Liverpool.

## **MAXINE MOY: RESEARCH ASSISTANT [MSC; RN; RHV]**

### **Child Abuse, Stress and the Early Years (CASEY)**

Maxine started her nursing career in 1977 as a Staff Nurse, retiring in December 2012 from her post as Interagency Nurse Consultant for NHS Fife, providing expert advice and support regarding healthcare issues for vulnerable children and families. Maxine worked from February 2013 to May 2013 on the project entitled 'Child Abuse, Stress and the Early Years (CASEY), which focuses on pregnant women abuse survivors who experience symptoms of Post Traumatic Stress Disorder (PTSD).

## **ALASDAIR STEWART: RESEARCH ASSISTANT (CHILD PROTECTION AND DISABILITY) [PHD; MSC; MA (HONS)]**

### **Child protection and disability: Implications for practice**

Alasdair has recently been awarded his PhD and commenced work on a part-time basis from February 2013 to December 2013 on a Scottish Government grant entitled 'Child Protection and Disability – Implications for Practice'. Following on from his Master's in social research Alasdair's PhD was centred around young peoples' pathways into independent tenancies from homelessness.

### **3. INTERNAL ACTIVITIES**

**Fry, D.** (2013) Co-Convenor: Moray House School of Education Early Career Research Network (ECRN).

**Fry, D.** (2013) Member: School Postgraduate Studies Committee.

**Smith, C.** (2013) – University of Edinburgh Senatus Academicus (2013-present)

**Taylor, J.** (2013) – University of Edinburgh Court, Senatus Assessor (2013-2014).

**Taylor, J.** (2013) Lead for SLWG for Senate: Children and Vulnerable Adults policy.

**Taylor, J.** (2013) Senatus Academicus Professorial Member

**Taylor, J.** (2013) Member: School Postgraduate Studies Committee.

**Taylor, J.** (2013) Member: Research Knowledge Exchange Committee.

**Taylor, J.** (2013) Member: MHSE Board of Studies Committee.

**Taylor, J.** (2013) – Moray House School of Education Research Strategy Group.

### **4. EXTERNAL ACTIVITIES**

#### **4.1 AWARDS**

**Taylor, J.** (2013) Awarded Fellowship of the Royal College of Nursing.

**Taylor, J.** (2013) Awarded Fellowship of the Queens Nursing Institute.

#### **4.2 HONORARY APPOINTMENTS**

**Taylor, J.** (2013) Visiting Professor: Departments of Health and Social Sciences, University of Huddersfield.

**Taylor, J.** (2013) Honorary Professor: Departments of Nursing & Applied Social Science, University of Stirling.

**Taylor, J.** (2013) Visiting Professor: School of Education, University of Edinburgh.

### 4.3 EXTERNAL STANDING

**Fry, D.** (2013) Save the Children UK & Child Protection in Crisis Learning Network. Scoping of Tools and Methodologies to Measure Sexual Violence and Violence Against Children in the Household in Humanitarian Contexts.

**Fry, D.** (2013) British Association for the Study of Child Abuse and Neglect (BASPCAN) 2015 9<sup>th</sup> Congress Local Organising Committee Member.

**Fry, D.** (2013) UNICEF Think Tank member for the East Asia and Pacific Region.

**Fry, D.** (2013) WHO Youth Violence Prevention Guidelines Development: Committee Member.

**Fry, D.** (2013) Sexual Violence Research Initiative (SVRI) Scientific Committee Member.

**Fry, D.** (2013) UNICEF and Harvard University International Advisory Committee, Curriculum development for a Graduate-Level International Child Protection Programme through the Francois-Xavier Bagnoud Center for Health and Human Rights (FXB) at Harvard University, Invited Expert Member.

**Fry, D.** (2013) Children 1<sup>st</sup> Safe Spaces Steering Group Member.

**Jones, C.** (2010 -) Member of the British Association of Adoption and Fostering Research Committee Advisory Group.

**Jones, C.** (2010-) Member of the ESRC Peer Review College.

**Mackay, K.** (2013) Cross-party Working Group on Children and Young People, Scottish Parliament.

**Mackay, K.** (2013) Domestic Abuse Research Steering Group. Scotland's Commissioner for Children and Young People.

**Smith, C.** (2013) British Association for the Study of Child Abuse and Neglect (BASPCAN) 2015 9<sup>th</sup> Congress Local Organising Committee Member.

**Taylor, J.** (2013) HEFCE Research Excellence Framework (REF) 2013 Sub-panel Three (Allied Health, Dentistry, Nursing and Pharmacy). Appointed 2011.

**Taylor, J.** (2013) All Party Parliamentary Group: Alcohol Misuse and Children.

**Taylor, J.** (2013) All Party Parliamentary Group: Forced Marriage.

**Taylor, J.** (2013) Office of the Children's Commissioner (England and Wales): Teenage Violence.

**Taylor, J.** (2013) Co-opted steering group member, Royal College of Nursing Research Society. 2006; Appointed member under revised constitution 2010.

**Taylor, J.** (2013) QNIS Council Member since 2007.

**Taylor, J.** (2013) Chair of Joint Nursing Committee, QNIS, since 2009.

**Taylor, J.** (2013) British Association for the Study of Child Abuse and Neglect (BASPCAN) 2015 9<sup>th</sup> Congress Convenor.

**Taylor, J.** (2013) British Association for the Study of Child Abuse and Neglect (BASPCAN) 2015 9<sup>th</sup> Congress Executive Organising Committee Member.

#### **4.4 EDITORIAL AND JOURNAL ACTIVITIES**

**Taylor, J.** (2013) With Anne Lazenbatt, guest editor for Special Edition Child Care in Practice on Physical Abuse in High Risk Families: published summer 2013.

**Taylor, J.** (2013) Editorial Board Member Child Abuse Review.

**Taylor, J.** (2013) Editorial Board member Child and Family Social Work (since 2008).

**Taylor, J.** (2013) Editorial Board member Nurse Researcher (since 2009).

**Taylor, J.** (2013) Editor: Research Highlights in Social Work (Book Series: Jessica Kingsley) (since 2008).

## 5. COMMISSIONED RESEARCH

### **Talking About Child Protection - Researching the experiences and views of deaf and disabled young people and young adults who have been abused about the child protection system**

Research Team: **Taylor, J.**, Stalker, K., Franklin, A., **Fry, D.**, and **Cameron, A.**

Commissioned and Funded: NSPCC

Timescale: September 2013 – June 2014

This study brings together research leaders in the field of both child protection and disability studies to understand the key issues in the accessibility and efficacy of the child protection system for deaf and disabled children and young people. This study will provide data to determine the enablers and barriers in help seeking, recognition and response to abuse from the view of deaf and disabled young people and young adults in the four nations of the United Kingdom.

### **HE Social Entrepreneurship ‘Do It Award’ for a project entitled ‘The Abused Women Awareness, Recognition and Empowerment (AWARE) Project’**

Research Team: Bradbury-Jones, C. and **Taylor, J.**

Commissioned and Funded: HEFCE (UnLtd)

Timescale: December 2013 – June 2014

This project (AWARE App) offers a unique opportunity to develop a resource for healthcare professionals that will have an impact on their screening and response practices in relation to domestic abuse.

### **Exploring ‘Future academic leadership’ in Educational Research**

Research Team: **Fry, D.**

Commissioned and Funded: Moray House School of Education

Timescale: October 2013 – March 2014

This study is exploring how early career academics perceive themselves and the support they receive in order to mature as academic leaders in their chosen field. Interviews with early career academics within the Moray House School of Education are being undertaken. The key questions addressed by the research are: How do early career academics in educational research perceive their academic identity and to what extent do existing strategies and approaches for academic development meet the needs of early career academics? The findings from this project will generate discussion within the Moray House School of Education and University more broadly about the best ways of providing for the support needs of early career academics.

### **Disclosure and Information Sharing of Child Abuse and Neglect in School Settings: An Integrative Review of the Evidence**

Research Team: **Fry, D., Taylor, J. and Kurdi, Z.**

Commissioned and Funded: NSPCC/NSPCC Scotland

Timescale: December 2013 – April 2014

This study will include global evidence looking at issues surrounding disclosure and information sharing about child abuse, neglect and peer victimisation (including partner abuse, sexual violence and online abuse) that comes to light within school settings; explore the impact on disclosures of programmes intended to raise awareness/empower children and young people about abuse in the UK and highlight particular challenges, barriers and enablers to children disclosing in school settings, pulling out key learning for application in the United Kingdom. This research will seek to inform the guidelines that will be developed in Scotland around information sharing in light of provisions in the CYP Bill and provide crucial information for the development of the ChildLine schools service in Scotland and up-to-date evidence to NSPCC to inform the mandatory reporting debate in England. This study will also provide vital information to inform/ influence the development of the wider Curriculum for Excellence as well as initial teacher education within Moray House.

### **Child Abuse, Stress and the Early Years (CASEY), Initial Scoping Study**

Research Team: **Taylor, J., Cuthbert, C. and Moy, M.**

Commissioned and Funded: NSPCC

Timescale: February 2013 – May 2013

This trial in collaboration with the commissioned research entitled 'Survivor Moms' from the University of Michigan, focuses on pregnant women abuse survivors who experience symptoms of post traumatic stress disorder (PTSD). It will further test the emerging evidence base from studies in the US that completion of a structured listening programme of 10 maternal self study modules can improve perinatal outcomes (mental and physical) and improve the woman's confidence in her parenting capabilities. The intervention addresses: the mother's trauma and her reactions throughout the childbearing process; how best she may be able to identify, prepare for and meet care needs both for herself and for her baby; and how to access social and emotional support and services.

### **Safe Schools: Teaching in the 21st Century: Responding to Bullying and Safeguarding Issues in Scotland's Schools, a Longitudinal Study of Teacher Trainees**

Research Team: **Fry, D.**

Commissioned and Funded: Marie Curie Fellowship

Timescale: April 2012 – October 2015

This is the first longitudinal study of its kind to ask teacher trainees about their knowledge, attitude and *confidence* in addressing both safeguarding and also bullying and peer-to-peer harm in school settings. Consisting of six data collection points (both qualitative and

quantitative), this study will provide important information for improving the response of schools to child protection issues. Current analysis is being conducted in the following areas from the baseline qualitative interviews and Wave 1 quantitative survey: a) Teacher trainees' language and understanding around peer victimisation, b) a broader global review of child protection and initial teacher education, and c) teacher trainees attitudes and confidence in reporting and responding to disclosures or concerns of child sexual abuse, and d) the relationship between knowledge, attitudes, training and policies on confidence of new teachers in responding to child protection concerns. Future waves will contribute to developing conceptual models around professional learning and development in child protection.

### **Disability and Child Protection: Implications for Practice**

Research Team: **Taylor, J.**, Stalker, K and **Fry, D.**

Commissioned and Funded: The Scottish Government

Timescale: April 2013 – December 2013

This study brings together research leaders in the field of child protection and disability studies to understand the key issues in public service practice for identifying and supporting disabled children and young people at risk of significant harm. This collaborative study builds on research into best practices in child protection conducted by Professor Julie Taylor and Ms. Deborah Fry at the University of Edinburgh/NSPCC Child Protection Research Centre and also the scoping study on child protection services and the needs and rights of disabled children conducted by Professor Kirsten Stalker and Dr. Pam Green Lister. Specifically, this research will provide data at both the macro-level in the identification, decision-making and coordination of services for disabled children and young people at risk but will also use micro-level data to understand what constitutes good practice in ensuring that disabled children and young people in Scotland are better protected from abuse, neglect and harm.

### **Development of Physics and Engineering Signs in British Sign Language Royal Academy of Engineering as lead organisation**

Research Team: Sudgen, J., **Cameron, A.**, O'Neill, R. and Quinn, G.

Commissioned and Funded: Royal Academy of Engineering

Timescale: May 2013 – September 2013

The Royal Academy of Engineering supported the research team in their work to develop and film a subject specific glossary using British Sign Language (BSL). The Scottish Sensory Centre have been working on the glossaries since 2007, and had already developed signs for Biology, Chemistry and Maths for deaf children, their teachers and interpreters. With RAEng's support, the research team developed over 300 new BSL signs for Physics and Engineering terms.

### **Evaluation of the New Orleans Intervention Model for Infant Mental Health in Glasgow**

Research Team: Minnis, H., Wilson, P., Boyd, K., Norris, J., Messow, C-M., Bryce, G., Donaldson, J., Zeanah, C. and **Taylor, J.**

Commissioned and Funded: Chief Scientist Office

Timescale: May 2011 – May 2013

Early intervention for maltreated infants is likely to benefit the mental and physical health of the population. The New Orleans Model provides intensive assessment and treatment for families of maltreated preschool children who are placed in foster care, with recommendations feeding into court decisions about the child's permanent care (i.e. whether they should be returned to birth families or be adopted). Since its inception, the New Orleans Model appears to have led to better informed decisions about permanency and to better child mental health in Louisiana. We are undertaking an exploratory (Phase II) randomised controlled trial investigating the effectiveness (including cost-effectiveness) of the New Orleans Model in the Scottish context. Families with a maltreated child under 5 years will be offered the New Orleans Model or "case management" i.e. quality assured services as usual, using random allocation. We will measure outcomes using well validated measures of parent-child interaction, cognition and attachment

### **Domestic Abuse: Recovering Together.**

Research Team: **Taylor, J.** and Buttle, E.

Commissioned and Funded: Department of Health Third Sector Investment Programme: Innovation, Excellence and Service Development Fund.

Timescale: September 2010 – September 2013

This is a piece of evaluative research examining the NSPCC's Domestic Abuse: Recovering Together (DART) project and the new approach it is testing to support families affected by domestic violence. DART is based on research which indicates that outcomes for children are improved if the non abusing parent is supported to take an active part in the child's recovery. This research suggests that rebuilding and strengthening the mother/child relationship after domestic violence could enable children to recover more fully from its damaging effects. DART will enable mothers and children (aged 5-11 years) to work together to recover from domestic violence and will work with up to 130 families over two years. The evaluation will provide a necessary solid evidence-base for assessing this approach. The results of the evaluation will be compared with the parallel group model that is currently used widely. The learning from this project will be shared with key stakeholders nationally to improve outcomes for children needing support across the UK.

### **Meeting Children's Needs for Care and Protection: Key Issues for Longitudinal Research.**

Research Team: McGhee, J., Daniel, B., Mitchell, F., Rigby, P., Palmer, M. **Taylor, J.** and Barron, I.

Commissioned and Funded: Scottish Universities Insight Institute

Timescale: Completed; dissemination ongoing.

The evaluation of everyday multi-professional intervention to safeguard and promote the well-being of vulnerable children is limited and restricts both operational planning and professional intervention. The aim was to contribute to the development of a platform that will support better understanding of routes from intervention to outcomes for vulnerable children through utilising administrative datasets and longitudinal research. A series of seminars brought together international experts in longitudinal studies, policy-makers, software providers, analytical services and representatives of key professional disciplines to discuss a mechanism for establishing the infrastructure for more effective routine data collection about child well-being in Scotland. The key question is: What needs to be in place to ensure that data that is routinely collected about children and families on a national and local basis can be collated, cross-referenced and used as an indicator of the impact of intervention? The seminars also explored the contribution of well-designed longitudinal research. The intention is to identify the core constituents of a robust longitudinal design that would be fit for the evaluation of the efficacy of everyday professional intervention aimed at improving the lives of vulnerable children. The intention is to explore the type and range of data that is required to capture fundamental aspects of everyday multi-professional intervention and child well-being. On the basis of this we can identify the most appropriate measures to capture intervention and child well-being and develop a robust analytical package for capturing outcomes over the short, medium and longer term.

### **Scottish Government: Pathfinder Project - Children Vulnerable to Maltreatment and/or Neglect: Scoping the capacity of the Scottish Longitudinal Survey.**

Research Team: McGee, J., Dibbin, C., Grainger, L., Daniel, B. and **Taylor, J.**

Commissioned and Funded: Scottish Government

Timescale: Ongoing

To scope whether it is possible to identify vulnerable children using the SLS through mapping relevant information within its linked administrative and health-related data. To explore whether data in the SLS would be useful and/or possible in creating task specific administrative data linkage projects addressing research questions relevant to these children. To explore, given privacy and data issues, whether the SLS may be a suitable vehicle to conduct longitudinal research on children who potentially may be vulnerable to maltreatment and/or neglect in Scotland.

### **Investigating the relationship between disability, domestic abuse and access to maternity healthcare: implications for reproductive health and wellbeing.**

**Research team:** Bradbury-Jones, C., Kroll, T., **Taylor, J.**, McGillvray, S., Lazenbatt, A. and Devaney, J.

Commissioned and Funded: Wellbeing of Women

Timescale: Ongoing

One in four women in the UK is likely to experience domestic abuse and in Scotland this increases to one in three. For the period 2007-2008, almost 20% of recorded murders in Scotland were related to domestic abuse. There is growing evidence that women with disabilities are at increased risk of domestic abuse. We do not fully understand how disability can limit women's ability to access help for abuse, or conversely, how abuse - or specifically, an abusive partner – can prevent women from accessing disability related healthcare. This complexity means that priority areas for improving access have not been clearly identified and thus, robust improvement strategies remain elusive.

## **6. ACADEMIC PUBLICATIONS**

### **6.1. BOOKS, JOURNAL ARTICLES AND CHAPTERS IN BOOKS**

#### **Chapters in Books**

**Jones, C.** (2013). Family Practices. In 'The Blackwell Companion to Social Work'. Davies, Martin Wiley-Blackman.

#### **Journal Articles**

Bradbury-Jones, C., Innes, N., Evans, D., Ballantyne, F., and **Taylor, J.** (2013) Dental neglect as a marker of broader neglect: A qualitative investigation of public health nurses' assessments of oral health in preschool children. *BMC Public Health*, 13:370.

Bradbury-Jones, C. and **Taylor, J.** (2013) Establishing a domestic abuse care pathway: Guidance for practice. *Nursing Standard*, 27(27):42-47.

Bradbury-Jones, C. and **Taylor, J.** (2013) Engaging with children as co-researchers: challenges, counter-challenges and solutions *International Journal Of Social Research Methodology*.

Bradbury-Jones, C and **Taylor, J.** (2013) Domestic abuse as a transgressive practice: understanding nurses' responses through the lens of abjection. *Nursing Philosophy*, 14, 295-304.

**Fry, D.** Messinger, A.M., Rickert, V.I., O'Connor, M.K., Palmetto, N., Lessel, H., and Davidson, L.L. (2013) Adolescent Relationship Violence: Help-Seeking and Help-Giving Behaviors among Peers. *Journal of Urban Health*.

**Jones, C.** and Logan, J. (2013) Editorial of Special Issue: Rediscovering Family and Kinship: new directions for social work theory, policy and practice. *Child and Family Social Work* 18(1): 1-4.

**Mackay, K.** (2013) A plea from Scotland: Preserving access to courts in private law child contact disputes. *Child and Family Law Quarterly* 25 (3).

Munro, E., **Taylor, J.S.** and Bradbury-Jones, C. (2013) Understanding the Causal Pathways to Child Maltreatment: Implications for Health and Social Care Policy and Practice. *Child Abuse Review*.

Pritchett, R., Fitzpatrick, B., Watson, N., Cotmore, R., Wilson, P., Bryce, G., Donaldson, J., Boyd, K., Zeahan, C., Norrie, J., **Taylor, J.**, Larieu, J., Messow, M., Forde, M., Turner, F., Irving, S. and Minnis, H. (2013) A Feasibility Randomised Controlled Trial of the New Orleans Intervention for Infant Mental Health: A Study Protocol. *The Scientific World Journal*, Hindawi Publishing Corporation, 2013. DOI 10.1155/2013/838042.

Risser, H.J., Messinger, A.M., **Fry, D.A.**, Davidson, L.L. and Schewe, P.A. (2013) Do maternal and paternal mental illness and substance abuse predict treatment outcomes for children exposed to violence? *Child Care in Practice*, 19(3):221-236.

**Stafford, A.**, Alexander, K. **and Fry, D.** (2013). Playing through Pain: Children and Young People's Experiences of Physical Aggression and Violence in Sport. *Child Abuse Review*, 22(4): 287-299.

**Stafford, A., Alexander, K. & Fry, D.** (2013) 'There was something that wasn't right because that was the only place I ever got treated like that': Children and young people's experiences of emotional harm in sport. *Childhood*.

**Taylor, J.**, Bradbury-Jones, C., Hunter, H., Sanford, K., Rahilly, T., and Ibrahim, N. (2013) Young people's experiences of going Missing from Care: A qualitative investigation using peer researchers. *Child Abuse Review*.

## Briefings

**Mackay, K.** (2013) Legally binding agreements: property division and child care when relationships break down. Research Briefing. No 68. Edinburgh. Centre for Research on Families and Relationships.

Mair, J., Wasoff, F. and **Mackay, K.** (2013) All settled? Legally binding separation agreements and private ordering in family law in Scotland. Final Report. Edinburgh. Centre for Research on Families and Relationships.

**Mackay, K.** (2013) Hearing children in court disputes between parents. Research Briefing. No 65. Edinburgh. Centre for Research on Families and Relationships.

## 7. COMMISSIONED REPORTS

Armitage, G., Ashley, L., Jerwood, D., King, W., Powley-Baker, W. and **Taylor, J.** (2013) Recognising a child exposed to domestic abuse: Failure Modes and Effects Analysis (FMEA) (Final project report)

Armitage, G., Ashley, L., Jerwood, D., King, W., Powley-Baker, W. and **Taylor, J.** (2013) Testing a systems methodology for improving children's safeguarding. (Summary report).

Burgess, C., Daniel, B., Whitfield, E., Derbyshire, D. and **Taylor, J.** (2013). Action on Neglect - A resource pack.

Landis, D., Williamson, K., **Fry, D.** and Stark, L. (2013). Measuring Violence Against Children in Humanitarian Settings: A Scoping Exercise of Methods and Tools. New York and London: Child Protection in Crisis (CPC) Network and Save the Children UK.

**Mackay, K.** (2013) The treatment of the views of children in private law child contact disputes where there is a history of domestic abuse. Scotland's Commissioner for Children and Young People.

**Stafford, A.** and Grant, D. (2013) Child Protection Across the UK in the context of the Munro Review of child protection in England, financial constraint and changing political landscapes. Edinburgh: The University of Edinburgh/NSPCC Child Protection Research Centre.

**Smith, C.**, Bradbury-Jones, C., Lazenbatt, A. and **Taylor, J.** (2013) Provision for young people who have displayed harmful sexual behaviour. London: NSPCC (Full report)

**Smith, C.**, Bradbury-Jones, C., Lazenbatt, A. and **Taylor, J.** (2013) Provision for young people who have displayed harmful sexual behaviour. London: NSPCC (Short report).

**Taylor, J.**, Stalker, K., **Fry, D.**, and **Stewart, A.B.R.** (2013). Disabled Children and Child Protection in Scotland: Cause for Concern. An Investigation into the Relationship between Professional Practice, Child Protection and Disability. Scottish Government: Edinburgh.

## 8. IMPACT AND KNOWLEDGE EXCHANGE REPORTS AND FUNDING

Blair, M., Cockburn, F., de Caestecker, L., Forsyth, S., Frank, J., Foster Fulton, S., Jackson, P., Marshall, K., Minnis, H., Palmer, S., Renfrew, M., Sinclair, A., Stone, D., **Taylor, J.**, Urquhart, D., Wilson, P., Zeedyk, S. (2013) Putting the baby IN the bath water: Give priority to prevention and first 1,001 days. Collective supplemental evidence to the Scottish Parliament about the Children and Young People Bill.

### **Publish or Perish: Peer Mentoring Publication Writing**

KE Team: Boeren, E., **Fry, D.**, Satat, G., and Wright, C.

Commissioned and Funded: University of Edinburgh IAD Researcher-Led Initiative

Timescale: September 2013 – March 2014

With many senior colleagues retiring in the next five to ten years, it is important that the new generation of academic talent get the full range of opportunities to develop themselves into world-leading experts who are capable of shaping the research agenda in Scotland, Britain and further afield. One way of profiling oneself in the academic field is by writing up papers for publication in peer-reviewed academic journals. The Research Excellence Framework urges early career researchers and PhD students to further develop their writing skills as publications are highly valued as dissemination instruments and universities are funded based on 'star' quality output. This researcher-led initiative will consist of (1) networking lunchtime events informing researchers about publishing and (2) a peer supported writing group.

## 9. RESEARCH RELATED ACTIVITY

### 9.1 INVITED CONFERENCE/SEMINAR PRESENTATIONS AND KEYNOTES

**Fry, D.**, and **Stafford, A.** (2013) Children and Young People's Experiences of Harm in Organised Sport. Keynote presentation at the 'Working Together to Safeguard and Protect Children and Young People in Sport' Conference, Celtic Park, Glasgow.

Risser, H.J., Messinger, A.M., **Fry, D.A.**, Davidson, L.L. and Schewe, P.A. (2013) Do Maternal and Paternal Mental Illness and Substance Abuse Predict Treatment Outcomes for Children Exposed to Violence? International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Dublin.

Romo, N., Dupont-Reyes, M., **Fry, D.** and Davidson, L.L. (2013) The Effect of Regular Exercise on Exposure to Violence in Inner City Youth, Eastern SPR Annual Meeting, Philadelphia, PA.

Romo, N., Dupont-Reyes, M., **Fry, D.** and Davidson, L.L. (2013) Effect of Regular Exercise on Exposure to Violence in Inner City Youth. Ambulatory Pediatric Association Region 2 Annual Meeting, Cornell Weill, New York.

**Jones, C.** (2013) 'Encountering the other mother: ambiguity and relationships following adoption'. Encounters: Conference of the Morgan Centre for the Study of Relationships and Personal Life. Manchester University, UK, July 2013.

**Kurdi, Z.** Schnier, C. Hutchinson, S. Wild, S. (2013) The epidemiology of hepatitis C among people with diabetes in Scotland and a matched comparison group: cross-sectional study of prevalence and retrospective cohort study of incidence and mortality. Public Health Scotland Annual conference 7-8 November 2013, Dunblane, Scotland.

**Mackay, K.** (2013) Gender Based Violence Research Network. Taking abuse seriously? Assessing the impact of the statutory requirement to protect a child from abuse on the outcomes of private law child contact disputes in Scotland. Glasgow Caledonian University and Edinburgh University.

**Mackay, K.** (2013) Society of Legal Scholars (SLS) Annual Conference. University of York. Paper with Dr. Jane Mair & Prof. Fran Wasoff entitled: "All Settled? Outcomes of private ordering on separation in Scotland as seen in written separation agreements."

**Mackay, K.** (2013) Listening to Children: Domestic abuse and child contact. Scottish Women's Aid Training Seminar. Edinburgh.

**Mackay, K.** (2013) All Settled? A study of legally binding separation agreements in family law in Scotland. National Records Office. Edinburgh.

**Mackay, K.** (2013) Taking abuse seriously? Assessing the impact of the statutory requirement to protect a child from abuse on the outcomes of private law child contact disputes in Scotland. East Ayrshire Women's Aid.

**Taylor, J.** (2013) Annual Winifred Raphael Memorial Public Lecture 'Don't wait until you're certain: Protecting children from abuse and neglect' Sheffield.

**Taylor, J.** (2013) The Impact of Multiple Diversities. Keeping Youth Away from Crime: Searching for Best European Practices, University of Edinburgh.

**Taylor, J.** (2013) Further Experiences Evaluating the Economics of Complex Interventions, Reflection Masterclass, Nitra.

**Taylor, J.** (2013) Panel discussion by REF expert advisors on how they will assess impact in the REF. Association of Research Managers and Administrators, East Midlands.

Bradbury-Jones, C., **Taylor, J.**, Evans, D., Innes, N. and Ballantyne, F. (2013) Dental neglect as a marker of broader neglect: A qualitative investigation of public health nurses' assessments of oral health in preschool children. American Public Health Association (APHA), Boston.

**Taylor, J.** (2013) The Viva Voce examination under the microscope. Royal College of Nursing International Research Conference, Belfast.

**Taylor, J.** (2013) Ask the PhD Examiner. Royal College of Nursing Royal College of Nursing International Research, Belfast.

**Taylor, J.**, Bradbury-Jones, J., Appleton, J. and Peckover, S. (2013) Public health nursing and the protection of children: Current practice and future challenges; Paper 5, Child protection across the European Union: Reflections on the role of the public health nurse. International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Dublin.

Bradbury-Jones, C., **Taylor, J.** and Hunter, H. (2013) Young people's experiences of going missing from care: a qualitative investigation using peer researchers. International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Dublin.

Moreton, L., Forde, M. and **Taylor, J.** (2013) Dreams, visions and relationships: implementation and impact of Infant Mental Health Services in a child protection context. International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Dublin.

Daniel, B. and **Taylor, J.** (2013) Engaging with fathers: One step forward, two steps back. International Society for the Prevention of Child Abuse and Neglect (ISPCAN), Dublin.

## 9.2 PRESS RELEASES AND PRESS CONFERENCES

Maternowska, C., Devries, K. and **Fry, D.** (2013) Launch of Multi-Country Study on the Drivers of Violence Affecting Children. December 2013 in Hanoi, Vietnam. The launch event was filmed by Vietnamese television stations.

**Mackay, K.** (2013) The system is broken – we have to fix it. Herald. Jan 27<sup>th</sup>.

**Taylor, J.** (2013) Show us the money if you want better child protection. The Conversation.

**Taylor, J.** (2013) Professor to share latest child protection research. The Star.

## 9.3 TRAINING AND FACILITATION

**Fry, D.** (2013) Talking about Child Protection Interviewer Training, for the NSPCC funded study on the views and experiences of deaf and disabled children and young people about the child protection system. Edinburgh UK

## 9.4 CONFERENCES AND SEMINARS ORGANISED BY THE CENTRE

### FOUR-NATION SEMINAR SERIES

The Centre has organised a series of successful one-day four-nation seminars bringing together senior policy makers and academics working in the area of child protection in each part of the UK to discuss emerging issues in child protection, including the following:

#### **Child Protection Across the UK: Confidentiality and Sexual Abuse Reporting. November 2013.**

This seminar considered emerging themes in sexual abuse reporting, including an informal pre-launch of the 'Confidential Space' research report, commissioned by Children 1<sup>st</sup>. Speakers from England, Northern Ireland, Scotland and Wales discussed the direction of policy development across the UK and emerging impacts.

## 10. POSTGRADUATE ACTIVITY

### 10.1 PHD EXAMINATIONS

#### Taylor, J.

- 2013 Holly McGinn (PhD)  
*The Role of Paternal Emotional Socialization in the Development of Children's Emotional Regulation in the Context of Physical Maltreatment*  
University of Toronto (external)
- 2013 Kate Herod (PhD)  
*Exploring the Experiences of Vulnerable Families. A Participatory Research Approach*  
Liverpool John Moores University (external)
- 2013 Nicoli Morrison (PhD)  
*Safeguarding Children in Primary Care*  
Queens University Belfast (external)

### 10.2 MSC INTERNATIONAL CHILD PROTECTION RESEARCH – MSC/PGCERT/PGDIP

The Child Protection Research Centre validated the MSc in International Child Protection Research, a 15-month, full-time campus-based Masters degree.

The MSc in International Child Protection Research will include five core courses and a dissertation, which will cover:

- Quantitative and qualitative research methods,
- Theoretical, research and definitional underpinnings and debates in child protection research,
- Advanced design, measurement and analysis considerations for child protection research,
- Detailed evaluation methods training, and
- Experience in conducting child protection research through a work-based placement or through independent study.

These core courses are designed to give students the specialist research and analysis skills in child protection research.

The core courses are:

### **Foundations of International Child Protection**

This course will explore how we think about, define, measure and explain child abuse and neglect and other forms of child maltreatment. This course will cover the concepts, theories and frameworks underpinning child protection globally. Students in this course will discuss child protection within an evidence-based framework and will explore the risk and protective factors influencing child abuse, neglect and youth violence at the individual, relationship, community and society levels.

### **Introduction to Statistics**

This course is provided in collaboration with the Public Health programme. The course provides an introduction to the key concepts of statistical methods typically used in public health research, and will introduce students to fundamental techniques used to describe, analyse and interpret quantitative parametric data for two groups.

### **Introduction to Qualitative Research**

This course is provided in collaboration with the Public Health programme. The course provides an introduction to qualitative research methods. Underlying approaches will be examined and then different methods will be looked at in more detail. Practical components will be incorporated into the sessions and visiting lecturers who are actively involved in qualitative research will talk about their research experience. Students will be expected to carry out one in-depth interview, participate in class exercises and discussions and do background reading on the topics. Students will also learn how to analyse qualitative data, what some of the challenges of mixing methods are and how to appraise published qualitative research.

### **Advanced Issues in Child Protection Research**

In this course, students will gain an advanced understanding of key methodological and policy considerations in commissioning, designing and conducting studies on child maltreatment and youth violence in various settings. In addition, students will also gain in-depth ethics training on conducting child protection research with a particular focus on conducting research on sensitive topics (including with children and young people), the principles of research ethics and research governance procedures internationally.

## **Approaches to Child Protection Evaluation**

This course provides an introduction to commissioning, conducting and designing evaluations in child protection and will explore different types of evaluation, development of evaluation indicators, objectives and plans. This course will also critically examine the literature on 'what works' in child maltreatment prevention and response.

## **Dissertation**

Students will have an option to undertake either a capstone dissertation (a work-based placement conducting child protection research), a journal article style dissertation or a proposal dissertation. All dissertation options are comparable and will be supervised from within the Child Protection Research Centre with appropriately qualified colleagues from other subject areas being appointed as dissertation supervisors in circumstances where their research expertise best matches the student's dissertation subject area.

## **FURTHER INFORMATION**

For more information about research activity and outputs developed by the Centre, please visit: [www.childprotection.ed.ac.uk](http://www.childprotection.ed.ac.uk) or contact:

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