

BOOK OF ABSTRACTS



Best Practice in Engaged Research and Research Translation in Domestic, Sexual and Gender-Based Abuse

Online Conference
10th June 9:45-13:00



HAVEN
HORIZONS



IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn



TUS Midlands
Midwest

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BEST PRACTICE IN ENGAGED RESEARCH AND RESEARCH TRANSLATION IN DOMESTIC, SEXUAL AND GENDER-BASED ABUSE



**ONLINE CONFERENCE
FRIDAY 10TH JUNE
9:45-13:00**

This conference will showcase examples of impactful Irish research in the field of domestic, sexual and gender-based abuse (DSGBA).

It will focus on ways in which engaged research and research translation in DSGBA can bridge the gap between research, practice, and policy, highlighting the real-world benefits of evidence-based social and legal change. The conference will promote the adoption of new evidence to inform education and training programmes, policy development, legislation and practice.

Who is it for?

This conference is aimed at anyone who is interested in Domestic, Sexual and Gender-Based Abuse research and practice including:

- academics
- practitioners
- statutory agencies
- community organisations
- advocates / people affected by the issue
- policy makers
- legislators



CONFERENCE PROGRAMME



- 09:45-10:00 – Opening by Dr Lisa O'Rourke Scott
- 10:00-10:30 – Keynote by Prof Stephanie Holt
- 10:30-11:30 – Breakout Rooms (presentations + Q&A)
- 11:30-11:40 – Feedback from sessions moderated by Dr Lisa O'Rourke-Scott
- 11:40-12:00 – Coffee break
- 12:00-12:10 – Presentation of Research Translation award by Dr Jacqui Cameron, UOW
- 12:10-12:25 – Research Translation Award - Niamh Wilson
- 12:25-12:35 – Presentation of Engaged Research award by Kate Morris, Campus Engage
- 12:35-12:45 – Engaged Research Award - Dr Susan Leahy
- 12:45-13:00 – Closing address by Madeline Mc Aleer, Haven Horizons

BREAKOUT ROOMS

Breakout room 1 - Engaged Research (chair - Emma Aherne, TUS):

10:30-10:35 - Intro by the session chair Emma Aherne, TUS

10:35-10:50 - Hazel Larkin (DCU): *The Lilac Programme – For Parents Who Were Sexually Abused As Children*

10:50-11:05 - Celine Griffin (UCC): *UCC Bystander Intervention Programme – Empowering cultural change through education*

11:05-11:20 - Mary-Louise Lynch (SiSi): *Experts by experience: Research Priorities Through Long-term Survivor Engagement*

11:20-11:30 - Q&A

Breakout room 2 - Research Translation (chair Dr Jacqui Cameron, UOW)

10:30-10:35 – Intro by the session chair Dr Jacqui Cameron, UOW

10:35-10:45 - Carol Ballantine (UCD): *Recruitment through gatekeepers in the migrant community*

10:45-10:55 - Rabiya Ali (IOM): *PROTECT – Development of Cultural Competency trainings using community feedback and the use of cultural mediation*

10:55-11:05 Jurgita Bukauskaite (NUIG, IRC): *Gendering domestic violence through law: international and national perspectives*

10:05-11:15 Dr Caroline West (NUIG): *Evidence-based consent literacy: Translating research with school pupils into critical thinking on consent*

11:15-11:30 – Q&A

www.researchgba.ie
info@researchgba.ie
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KEYNOTE SPEAKER



PROFESSOR STEPHANIE HOLT

Trinity College Dublin

Stephanie Holt is an Associate Professor in the School of Social Work & Social Policy, Trinity College Dublin, where she is currently Head of School. Stephanie's research expertise and publication output is on domestic, sexual and gender-based violence, with a particular emphasis on understanding how children and young people experience living with domestic violence.


She is a highly respected international researcher working to exacting ethical standards to engage children and young people in research, to ensure that their voice and experience is ascertained and represented in policy, practice and research outputs with the objective of informing best practice. She qualified as a social worker in 1991, spending nine years in professional practice before entering academia and research.



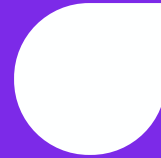
DR JACQUI CAMERON



Jacqui is a social worker with over twenty years practice and research experience. After a successful practice career of ten years, she moved into alcohol and drug research in 2004. Since then, she has undertaken over 100 research projects that are directly linked to the practice of social work including alcohol and drug, mental health, general practice, and more recently domestic violence. Her research draws on practice experience to engage with and find solutions to, challenges facing vulnerable populations including people impacted by alcohol and drug misuse; mental illness; and domestic violence. She combines mixed- method research and Integrated Knowledge Translation to highlight the voices of practitioners and service users. Jacqui has expertise in systematic reviews having completed two NHMRC reviews, one ANCD review, a Cochrane review and more recently, a series of five qualitative meta-syntheses exploring barriers to addressing domestic and family violence and what survivors expect from health services, as well as highly cited systematic reviews on alcohol, drugs and mental health in the workplace. She uses a range of tools to disseminate research to maximise impact including blogs, twitter, peer-reviewed publications, and conference presentations.



EMMA AHERNE



Emma Aherne is the Programme Leader and an Assistant Lecturer on the BA in Social Care Work, TUS, Thurles Campus. She is a Social Worker with 12 years' experience working with ADAPT Domestic Abuse Services. Emma worked predominately with women and children in need of refuge, supporting women on an outreach basis and facilitating the 'Let's Talk' Support Group. Emma is still involved in co-facilitating support groups for women who have experienced domestic abuse. Emma is currently completing her Doctorate in Higher and Adult Education with a focus on Trauma-informed care and Trauma-informed pedagogy for Social Care Students



KATE MORRIS

Kate has 18 year experience working with research and innovation stakeholder teams to address our greatest societal challenges - to maximise societal impact.

She has a background in research for public policy and policy implementation; capacity building; and management of public engagement for research and innovation.

She has worked in Ireland, Northern Ireland and France for organisations such as the Centre for Effective Public Services, French National Institute for Demographic Studies, UNESCO Centre Northern Ireland, Educate Together.

Keynote

Professor Stephanie Holt

Trinity College Dublin

Squaring the Circle: Evidence Informed Practice and Practice Informed Research with Children and Young People Living with Domestic Violence and Abuse.

.Located firmly within the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the Istanbul Convention, this presentation considers the challenges and opportunities for practitioners and researchers to including children and young people in conversations and decisions that are made about their lives in the context of domestic violence and abuse. Starting from the principle that engaged research demands that we capture children's knowledge about their own lives in order to inform best practice, upholding children's right to make their voices heard also requires a commitment to knowledge translation. Highlighting innovative methodological practices in engaging with children who have lived with domestic violence and abuse therefore opens up an important debate about the ethical challenges and considerations of listening to and seeing children and young people in research and practice. Engaging with children in this manner is therefore not only a challenge, but also an opportunity to inform practice, policy development and future research agendas. Throughout this presentation, I argue that when children and young people are engaged with in a meaningful and respectful manner, through innovative methods, their competence to participate in the discussion about their experiences: their past as well as their future, is confirmed.



Engaged Research Award

Dr Susan Leahy

School of Law, University of Limerick

The Realities of Rape Trials in Ireland: Perspectives from Practice

This paper outlines the findings of the empirical research project *The Realities of Rape Trials in Ireland: Perspectives from Practice* which I conducted in partnership with Dublin Rape Crisis Centre, supported by funding from the Irish Research Council New Foundations scheme. The project filled a gap in current knowledge on Irish sexual offences law by seeking the views of 12 court accompaniment workers and 16 legal professionals on the operation of Irish rape trials. Participants were asked for both their perspectives on how current laws and policies are operating in practice and for their views on what reforms are necessary to bring us closer to achieving best practice in the treatment of complainants within the trial process. The key themes which were addressed with the participants, included: consent; judicial directions; sexual experience evidence; counselling records; legal representation for complainants, and; delay. This project represents an important bridge between policy and practice, providing a voice to stakeholders who work within the system. Significantly, the findings from this project offer an evidence base to support future submissions on law reform, demonstrating the current operation of the law for policy-makers who do not themselves have the experience of working within rape trials. In this way, the research highlights both the shortcomings of previous law reforms and the areas of the current law and policy which are in need of further attention. This paper will outline some of the key findings from the report and indicate the lessons they provide for future reform of Irish sexual offences law.

Research Translation Award

Niamh Wilson

Maynooth University / Women's Aid

The role of Feminist Participatory Action Research in anti-violence social change work: A case study

Drawing from a wider PhD study on pedagogical approaches for domestic violence work in Ireland in which 10 domestic violence workers engaged in a collaborative inquiry into a number of critical issues that impacted on their work, this paper will demonstrate the potential of Feminist Participatory Action Research [FPAR] as a research strategy that can support feminist action for change within the wider women's anti-violence movement. The paper will include a theoretical explication of FPAR as a methodology that is particularly suited to research within a women's anti-violence movement focused on affecting change towards the achievement of gender justice (Brydon-Miller et al, 2011, Reid and Frisby, 2008). It will describe how the group of 10 workers deployed FPAR to make explicit and interrogate their tacit knowledge about the unique and critical nature of frontline domestic violence work and key issues that present challenges and dilemmas in progressing their goals as frontline domestic violence workers. Research findings illustrate how feminist praxis that is at the heart of FPAR provided for participants an experience of practical knowing (Heron and Reason, 2008), in which they revalorised their knowledge and reconnected with the potential of collective action. Through their own experience of participation in a feminist learning environment, participants came to understand in an embodied sense the importance of dialogic, collaborative and emancipatory forms of group learning. Reflecting on these findings, I will discuss how this experience ignited the willingness of this group of practitioner researchers to act for change within the wider network of women's DVA organisations.

Breakout Room 1

Engaged Research

Hazel Larkin

Dublin City University

The Lilac Programme – For Parents Who Were Sexually Abused As Children

For people who were sexually abused as children – roughly 20% of the adult population – certain life events can be particularly difficult. Among these are pregnancy and birth, as well as their child reaching the age at which they (the parent) were first (or first recall) being sexually abused. The Lilac Programme is the only programme of its kind for parents who were sexually abused as children. It was devised, designed, created, and run, to address the very specific needs of this cohort. The programme runs for twelve weeks, with each meeting lasting two hours. Each week, a different issue that directly impacts on parents, is addressed, with input invited from each participant – rendering the Lilac Programme more a series of workshops than a series of lectures. The information in the meetings is supported by worksheets/exercises which participants are invited to complete between meetings. At the end of the twelve weeks, the participants are encouraged to continue meeting for monthly support groups. The model is quite a unique one – offering support at two points during the week between meetings, and limited to a maximum of eight participants per group – and has met with great success since the pilot group met in February of 2019. The Lilac Programme has been run with mixed-sex, male-only, and female-only groups. The Programme was initially devised for in-person participation, but with the onset of Covid-19 restrictions, moved to an online, and later a hybrid, model of participation.

Breakout Room 1

Engaged Research

Celine Griffin

University College Cork

UCC Bystander Intervention Programme – Empowering cultural change through education

UCC Bystander Intervention training is identified in the National Framework to End Sexual Harassment and Violence at Third Level as a key targeted educational initiative to support staff and students to identify and challenge all forms of sexual and intimate partner violence. The programme is available to all staff and students within UCC since 2016, and to all HEI's in recent years. It educates and empowers participants to recognise harmful behaviour within the peer groups and in society, and it cultivates the participants capacity to demand a zero-tolerance approach to all such behaviour, enabled by their upskilling in making safe and effective interventions. Safe forms of intervention are explored through the facilitated workshop, enabling those taking part to identify their personal capacity to make interventions to prevent a situation from escalating or to de-escalate a situation. A key aspect of training is to shift the common understanding of an Active Bystander from someone who intervenes with forceful words or physical actions, to becoming aware that safe interventions are possible by providing information, engaging allies to knowing how to be supportive of a victim in a situation in a non-judgemental way. Stepping in to identify and stop sexual harassment and violence rightly places the spotlight on the perpetrator and their behaviour whilst providing support for the vulnerable party. Each intervention can be both informative and transformative for the parties involved. Through targeted training, these interventions can be normalised, and ultimately identify a new level of expectation, and a new normal not only for women and girls, but for all who experience harm.

Breakout Room 1

Engaged Research

Mary-Louise Lynch

and

Dr Lisa O'Rourke-Scott

**Survivors Informing Services and Institutions
(SiSi)**

Experts by experience: Research Priorities Through Longterm Survivor Engagement

Focus groups with intimate partner abuse survivors were carried out to identify views in relation to research priorities in the area of DSGBV. Participants were from diverse backgrounds from across Ireland with differing experiences of DSGBV and system engagement. Results indicate a desire for a more coherent evidence base collecting personal experiences and based on longitudinal studies and survivor-led research, examining key milestones in life trajectories of survivors. Topics of particular concern that were identified were: work on how victims talk about and conceptualise their experience and how this relates to risk assessment; work on retraumatization by systems and processes; tracking progress following support; data collection from women involved in court processes and the civil justice system, in particular in relation to custody and access; homicide, mental health treatment and suicide as they relate to gender based abuse; cultural practices which inhibit or facilitate DSGBV; and application of research findings to policy and practice. It is concluded that research findings from these kinds of studies should shape feed into the National strategy on Gender Based Abuse and be aligned with the four core pillars of the Istanbul Convention. Long term outcomes for research participants could be used to measure impact and effective policy implementation. Survivor engagement and oversight in research practice must become the new normal in the area of DSGBV in order to reach into the heart of experience and reveal intersecting priorities such as addiction and DSGBV. It is believed that effective evidence based supports generate effective responses to individuals and create change that lasts through effective policy implementation.

Breakout Room 2

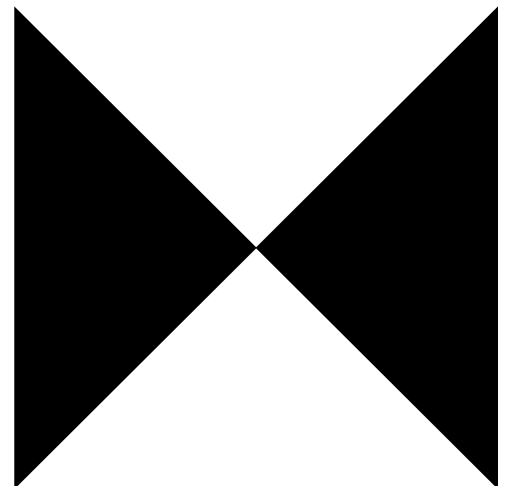
Research Translation

Carol Ballantine

University College Dublin

Recruitment through gatekeepers in the migrant community

There is a dearth of both qualitative and quantitative research information on the experiences of gender-based violence among minoritized women in Ireland. Globally, intersectional and critical race feminist analyses demonstrate comprehensively that experiences and needs related to violence can be markedly different depending on social positioning. The voices of minoritized and racialised women in the violence against women sphere are therefore urgently required. This paper outlines the challenges and importance of recruitment from minoritized and racialised groups for a PhD study, in which recruitment to individual interviews proved very difficult. It provides key lessons about approaching recruitment and maintaining trusting relationships with gatekeepers in specific African communities in Ireland.



Breakout Room 2

Research Translation

Rabiya Ali

International Organisation for Migration (IOM)
Ireland

PROTECT – Development of Cultural Competency trainings using community feedback and the use of cultural mediation

The Protect II project is a project by IOM Ireland funded by the Department of Justice and aims to provide culturally competent supports to migrants and ethnic minorities, particularly survivors of DSGBA and suspected victims of trafficking. The three main project activities are providing trained cultural mediators, a capacity building training in cultural competency and understanding for service providers, and an introductory training on cultural mediation. At the beginning of the project, we conducted a 3-month research and mapping exercise, during which we conducted desk research, bilateral meetings with individuals, organisations, and community groups, and focus groups with migrant and ethnic minority community members, Traveller and Roma services, and DSGBA, trafficking, migrant support, and statutory services. This feedback was used to design the learning outcomes and goals for the project trainings and serve as guidelines for the cultural mediation programme. The main priority of the project materials is to ensure that it properly represents the needs of the communities it is meant to benefit. So far, the capacity-building training has been given to over 125 Irish service providers throughout the country. The cultural mediators have assisted beneficiaries in areas of DSGBA, trafficking, and healthcare assistance. The trainings are consistently monitored and edited based on feedback from participants and community members to make sure that all information is correct and represents migrants and ethnic minorities well. From post-training feedback, many service providers have used the cultural competency skills presented to better engage with service users and to build better relationships with their communities.

Breakout Room 2

Research Translation

Jurgita Bukauskaite

National University of Ireland Galway/ IRC

Gendering domestic violence through law: international and national perspectives

Although the gendered nature of domestic violence is extensively debated in areas such as feminist theory and advocacy, in law, both national and international, it is a highly contested topic. Inconsistencies among distinct disciplines vis-à-vis empirical realities of a complex phenomenon such as domestic violence deepen the divide between theory and practice. This presentation is based on the premise that only the gendered understanding of domestic violence is compatible with international obligations, a crucial insight for all those concerned with eliminating gender-based domestic violence. This presentation examines the interaction among the multi-tiered legal levels, universal, international and national in (de)gendering domestic violence. Since the adoption of the Istanbul Convention in 2011, there has been a renewed interest, and not necessarily positive interest, in the concept of 'gender' within the area of domestic violence. This presentation discusses the findings from a recent comparative research study that examined the relevance of gender within the understanding of domestic violence in the two selected case studies, geographically positioned in the Eastern and Western parts of Europe, Ireland, and Lithuania. The findings of this study reveal how legal gendering of domestic violence or resistance to it is shaped by complex historical, political and ideological factors. The comparative study deepens the analysis of human rights obligations of the state in gendering domestic violence rather than states' discretion in domestication of these obligations regardless of the dominant socio-political narrative. Based on the findings, the avenues for gendering domestic violence in line with human rights standards and the implications deriving from the failure to adopt a gender-based approach are exposed.

Breakout Room 2

Research Translation

Dr Caroline West

National University of Ireland, Galway

**Evidence-based consent literacy:
Translating research with school pupils into
critical thinking on consent.**

This paper describes the translation of survey findings with a sample of 613 teenagers in Ireland into a practical study guide that is made freely available. The goal of the guide is to facilitate young people in the exploration of the meaning of consent literacy, building the associated skills of personal confidence and interpersonal communication, support for others and the capacity to challenge unacceptable attitudes or behaviours. The survey used a story-based approach as a medium to present a sexual consent scenario in a meaningful social context. The survey respondents provided quantitative ratings and written responses to the story with relevance to consent. The findings of the survey were then analysed and designed into a study guide that provides facilitators with an integrated set of practical activities. The activities refer to topics such as consent definitions, beliefs about alcohol and drugs, verbal and nonverbal consent strategies, gender differences in perceptions of consent, and perceived social norms. The study guide is anchored in the Active* Consent programme of engagement with 16-24 year olds in settings such as schools, colleges, and sports (see consenthub.ie). The programme directly engages with young people and with the people who support them, such as teachers, parents, and college staff to promote values and associated behaviours underpinned by autonomy, respect, and culture change. The study guide complements the Active* Consent programme for school communities, which includes in-person consent workshops, the Sex on our Screens eLearning resource on sexual media, training for teachers, seminars for parents, and drama-based filmed resources.

THANK YOU



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funded by
the Irish Research Council

