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Centre for Development, Evaluation, Complexity  
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A Public Health Research Centre of Excellence

A meta-synthesis of  
existing qualitative  
research on Child or  
Adolescent to Parent  
Violence and Abuse  
(CAPVA).

WCCSJ Conference  
2024

By Bethan Pell

# Agenda



RATIONALE



BRIEF SUMMARY OF  
SCOPING REVIEW  
FINDINGS



META-SYNTHESIS  
AND MODEL



KEY MESSAGES AND  
NEXT STEPS

CONFIDENTIAL

## Background and Rationale



- Lack of consensus surrounding terminology and definitions.
- Predominantly conceptualised as domestic violence and abuse – legal definition (DVA Act 2021) and Home Office (2015) Policy for CAPVA.
- Critical debate – overlooks complexities of CAPVA and uncertainty around ‘intent’. Unclear ‘what counts’ as CAPVA (Gallagher 2008).
- Families lack the support and intervention that they desperately need to address this salient social issue, instead experiencing stigma and shame.
- Recent reviews highlight the importance of developing our conceptual and theoretical understandings of CAPVA to inform intervention (Toole-Anstey et al. 2021), for varying stages of the CAPVA trajectory (Peck et al. 2022).
- For Phase I of my PhD, I have undertaken a review to bridge this gap and develop our conceptual and theoretical understanding of CAPVA.

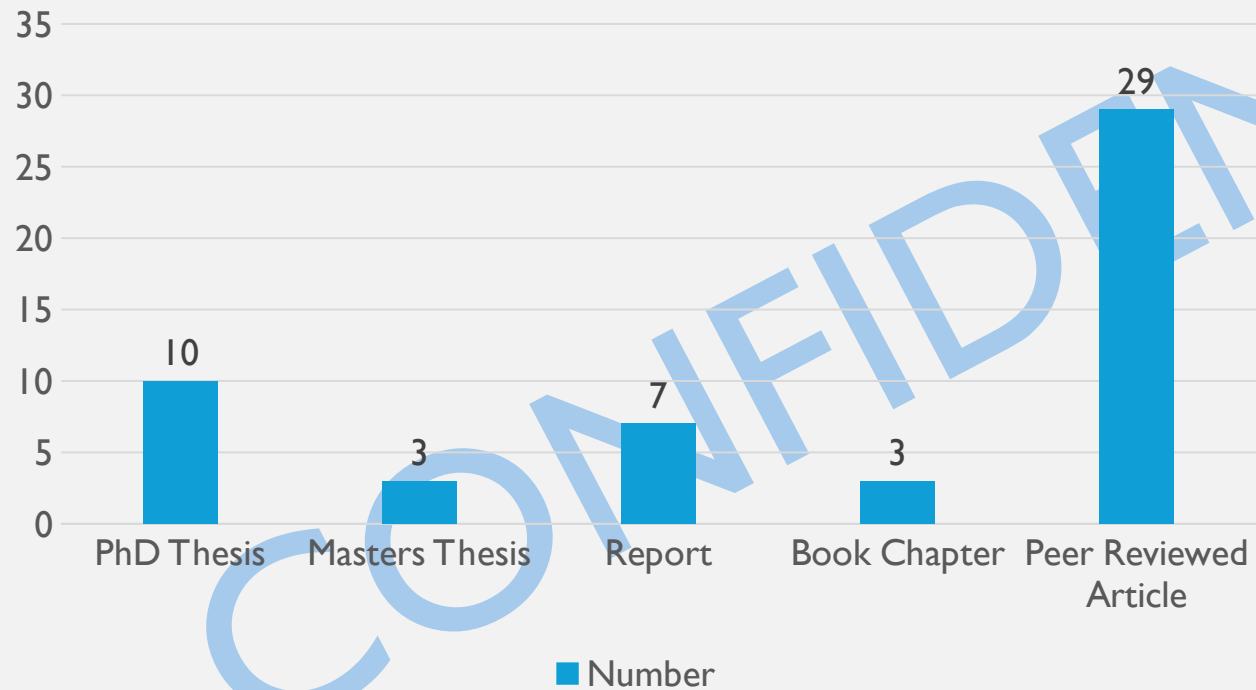


## Scoping Review

- A scoping review aims to clarify and understand key concepts by clarifying conceptual boundaries and definitions in the literature (Munn et al. 2018) and help develop an evidence synthesis (Mays, Robert and Popay 2001).
- Conducted when topic area is complex, uses difference sources and types of evidence (Peters et al. 2015).
- Aim was to map the qualitative literature on child to parent violence.
- Highlight and map different concepts via stakeholders.
- See whose stakeholders' voices are missing from the literature.
- Create a pool of studies for an evidence synthesis.
- Emphasise future directions for research.

# Overview of Scoping Review Results

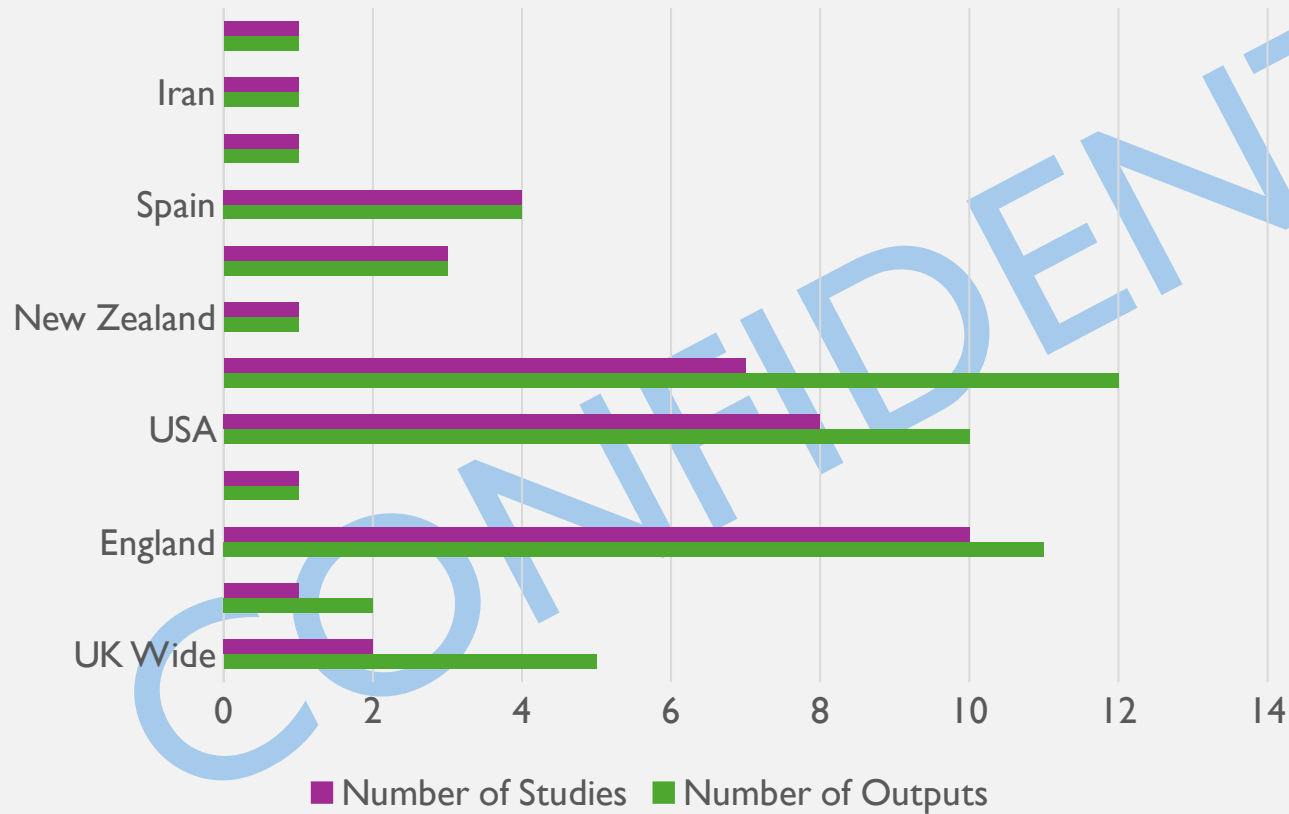
Types of Output



<b>Total Number Outputs</b>	52
<b>Total Number Studies</b>	40

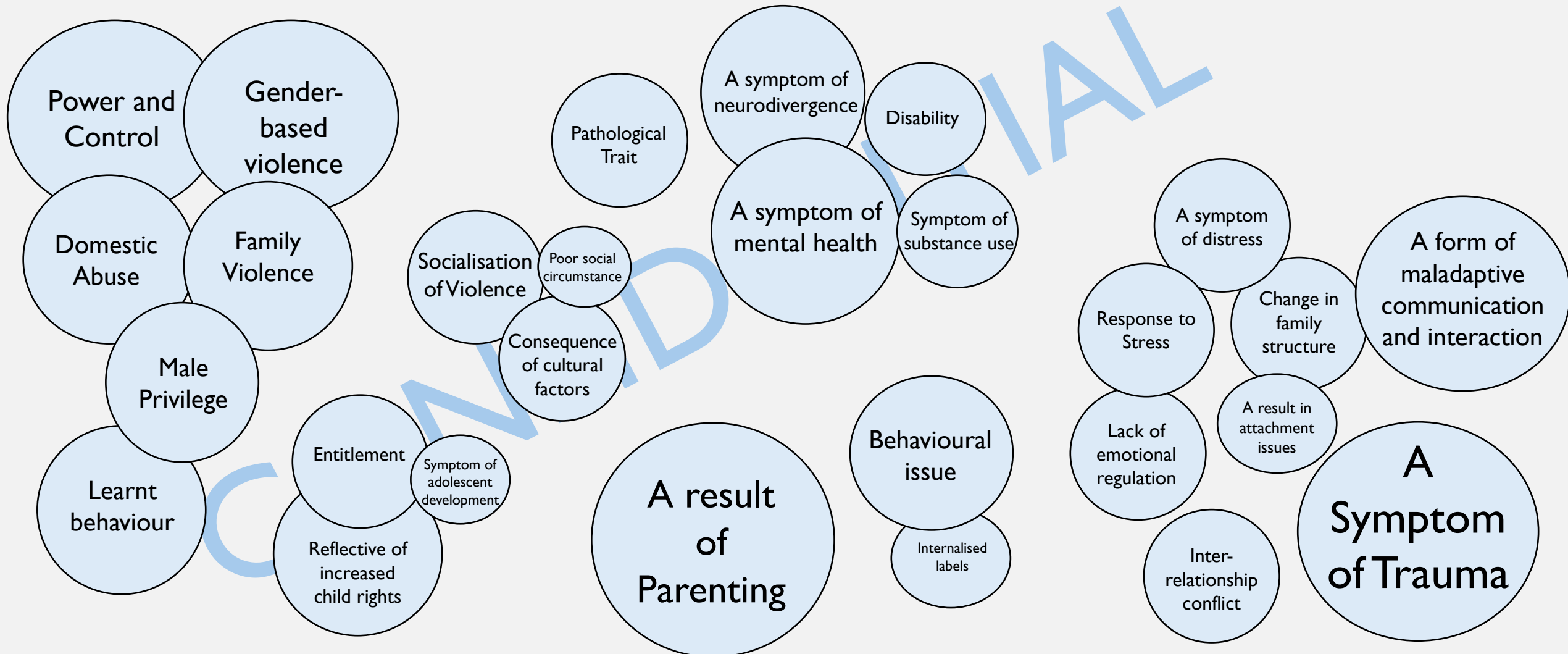
# Overview of Scoping Review Results

## Geographical Location



Wales = x2 Outputs, x1 Study  
Selwyn – Adoption Study (x20 Participants)

# Overview of Scoping Review Results



## Scoping Review Results – Key Messages and Meta- Synthesis

- Need more research in Wales
- Need more CYP voices. Need more voices from different caregivers (foster carers and kinship carers). Need voices from wider family (i.e. siblings).
- Lots of different concepts provided by different stakeholders – was prudent to develop a higher- level interpretation of qualitative studies.
- Meta-synthesis conducted utilising dimensional analysis – sort of grounded theory, takes principles from meta-ethnography to delve into nuance and complexity and develop perspectives.
- Theoretically sampled from pool of studies to use most rich and relevant studies.



# Conceptual Model

CONTEXT	CONDITIONS	FUNCTION	OUTCOMES	ACTION
<p><b>PATRIARCHY</b></p> <ul style="list-style-type: none"> <li>GENDER INEQUALITY</li> <li>PARENTING ROLES AND MOTHERHOOD</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to domestic violence and abuse</li> <li>Absent fathers, single mother households</li> <li>Intergenerational transmissions of violence</li> <li>Subsuming father's role</li> <li>Criminal activity</li> <li>Sex of child</li> <li>Developmental Constructs</li> </ul>	<p><i>Proactive to gain power and control for parental compliance.</i></p>	<p><b>Child to parent violence</b></p>	<ul style="list-style-type: none"> <li>Police response</li> <li>Criminalisation of child (parents don't want this)</li> <li>Diversion programmes – OFTEN WANT MORE OF THESE</li> <li>Parent and child interventions</li> </ul>
<p><b>FAMILY AND PARENTING</b></p> <ul style="list-style-type: none"> <li>PARENT-CHILD HIERARCHY</li> <li>FAMILY SYSTEMS AND PARENTING ROLES</li> <li>SOCIALISATION OF VIOLENCE</li> </ul>	<ul style="list-style-type: none"> <li>Parenting styles</li> <li>Exposure to child abuse, maltreatment or emotional deprivation</li> <li>Transmissions of violence (family and peer violence)</li> <li>Developmental Constructs</li> </ul>	<p><i>Reactive (communication, conflict resolution), relational or proactive. Proactive in terms of power and control over their own lives.</i></p>	<p><b>Child to parent violence</b></p>	<ul style="list-style-type: none"> <li>Family support</li> <li>Whole family approach</li> <li>Parent-child intervention</li> <li>Parenting interventions</li> <li>Police response at crisis</li> </ul>
<p><b>SYMPTOM OF A WIDER CONDITION:</b> DISABILITY, NEURODIVERGENCE, MENTAL HEALTH</p> <ul style="list-style-type: none"> <li>STRUCTURAL INEQUALITY</li> <li>DEFICIT MODELS</li> <li>GENETICS</li> </ul>	<ul style="list-style-type: none"> <li>Individual identity: mental health, disability, neurodivergence, trauma</li> <li>Developmental constructs</li> </ul>	<p><i>Affective, Relational, Reactive, Displacement. Only proactive through avoidance.</i></p>	<p><b>Child to parent violence</b></p>	<ul style="list-style-type: none"> <li>Psychology and mental health (CAMHS)</li> <li>Medication</li> <li>New ways of parenting (e.g. NVR)</li> <li>Acceptance and understanding</li> <li>SEMH Schools/Home schooling</li> <li>Hospitalisation in mental health facility</li> <li>Police response at crisis</li> </ul>
<p><b>SYMPTOM OF TRAUMA:</b></p> <ul style="list-style-type: none"> <li>STRUCTURAL INEQUALITY</li> <li>GENETICS</li> <li>INTERGENERATIONAL TRAUMA</li> </ul>	<ul style="list-style-type: none"> <li>Traumatic event/events (Adverse Childhood Experiences)</li> <li>Impact on attachment</li> <li>Developmental constructs</li> </ul>	<p><i>Affective, Relational, Reactive, Displacement. Only proactive for retribution or avoidance.</i></p>	<p><b>Child to parent violence</b></p>	<ul style="list-style-type: none"> <li>Primary care</li> <li>Psychology and mental health (CAMHS)</li> <li>New ways of parenting (e.g. NVR)</li> <li>Parents own research of trauma</li> <li>Whole family approaches</li> <li>Police response at crisis</li> </ul>

DEVELOPMENTAL CONSTRUCTS

- Cognitive Development
- Age
- Capacity
- Competence
- Accountability and Responsibility
- Size and Strength

## Next Steps

- Presented to community partners, asked three main questions to explore applicability to Welsh Context.
- Data collection will help refine this model to the Welsh Experience
- Hope to develop flowchart to help stakeholders decide best course of action, based on dominant factors.

Thank you for listening.