

Women cry out: Cross-cultural
support group strategies for women
experiencing the aftermath of
intimate interpersonal violence

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What is intimate interpersonal violence?

- Violence against women committed by assailants known or unknown to the victim. This includes:
 - Physical violence - slapping, punching, kicking, pushing, grabbing, hair pulling, choking, burning, twisting arms, use of a weapon, banging a head against a wall or floor, or violence ending in homicide
 - Sexual violence - unwanted touching, grabbing sexual parts of a woman's body, marital rape, forced participation in degrading sexual acts, inserting objects into a woman's private parts, refusal to have protected sex, sexual coercion in school, sex in return for a job, gang rape , or forced sex stemming from ethnic hatred and racism.

Intimate Interpersonal Violence

- Emotional and psychological abuse - shouting, insults, swearing, threatening violence, humiliating, embarrassing, belittlement, threatening to hurt or take the children, locking the woman out of the house, forbidding a woman to see family or friends, extreme jealousy, threatening to leave, or constant questioning
- Economic abuse - withholding family finances, not allowing a woman to work, taking her earnings, preventing a woman from owning property, not allowing a woman to have any money

What is the occurrence of intimate interpersonal violence?

- In 48 population-based surveys from around the world, between 10% and 69% of women reported being physically assaulted by an intimate male partner in their lives (WHO 2002).
- Studies from Australia, Canada, Israel, South Africa and the U.S. show that 40-70% of female murder victims were killed by their husbands or boyfriends frequently in an ongoing abusive relationship (WHO 2002).
- Worldwide between 7 and 48% of girls and young women age 10 – 24 years report their first sexual encounter as coerced (Heise, L. 2000).

What are risk factors?

Individual Factors	Relationship Factors	Community Factors	Societal Factors
<ul style="list-style-type: none"> ▪ Desire for power and control in relationships ▪ Witness or experience interpersonal violence as a child 	<ul style="list-style-type: none"> ▪ Male dominance in the family and control of the relationship ▪ Unhealthy family relationships and interaction ▪ Marital conflict and instability — fights, tension, and other struggles 	<ul style="list-style-type: none"> ▪ Weak community sanctions against violence (neighbors do not intervene) ▪ Poverty and associated factors (overcrowding) ▪ Low social capital—lack of institutions, relationships, and norms that shape the quality and quantity of a community's social interactions 	<ul style="list-style-type: none"> ▪ Social norms supportive of interpersonal violence ▪ Traditional gender norms
			(CDC 2007; WHO 2002)



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A Small Group Conceptual Model

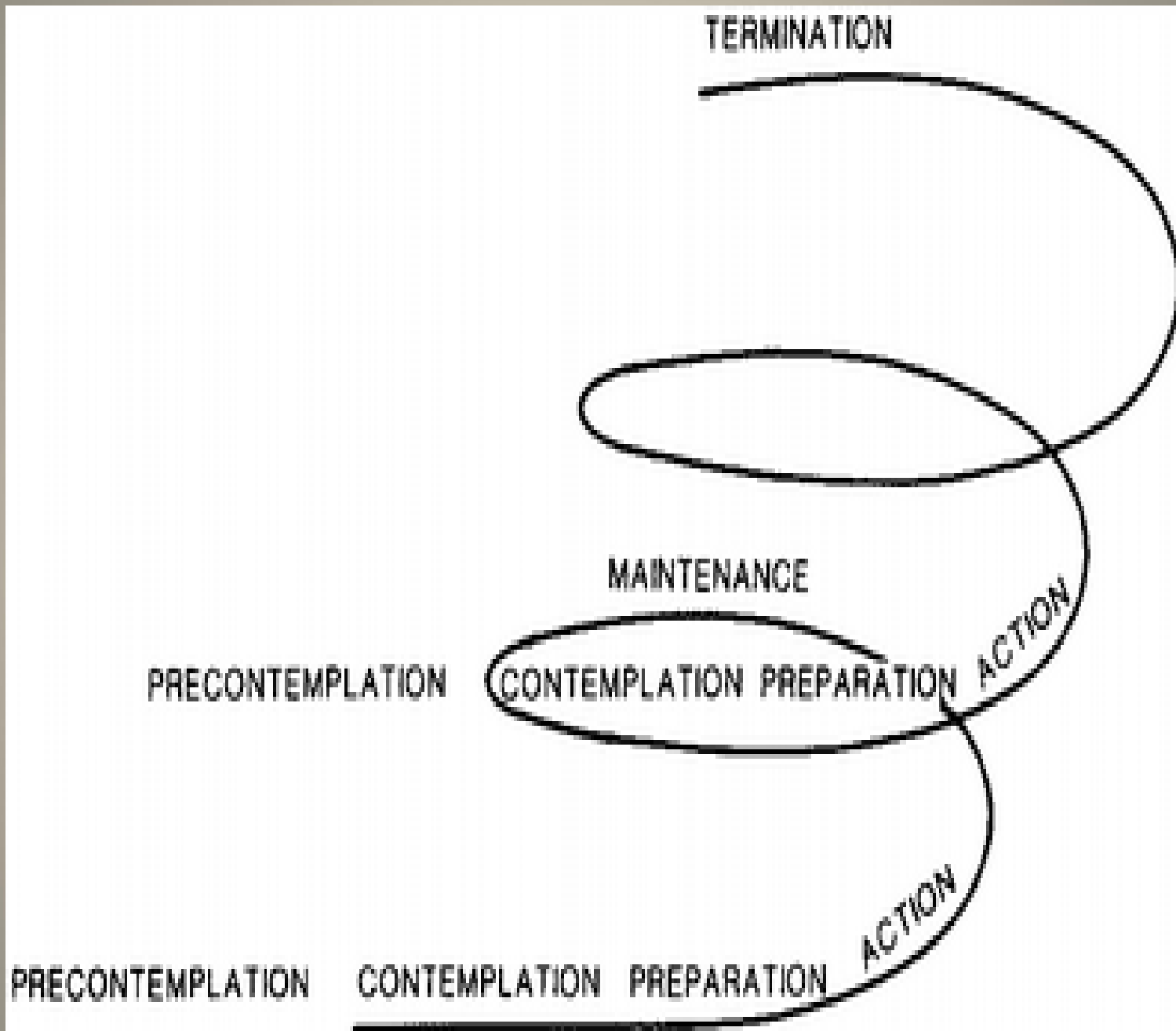
- Needs ABC Model – Relational needs drive emotions and emotions drive behaviors
 - Provide a safe environment
 - Focus on group member needs, not behaviors
 - Engage group members as experts
 - Assist group member in understanding emotions and relational needs that drive behaviors
 - Nine universal themes: abandonment, loyalty, respect, power, intimacy, competence, responsibility, grief/loss
 - Meet the relational need through appropriate behavior and extinguish the inappropriate behavior

A Psycho-Educational Group Model

- Name the Violence
 - Session 1.1 Violence Against Women: An Overview
 - Engage group members in a brainstorm activity about what the term “violence” means to them
 - Share ideas and construct definition of violence in smaller sub-groups
 - Highlight key concepts and common ideas
 - Guide the group members in creating one working definition of violence against women
 - Identify that violence happens in every community
 - Provide fact sheet, “Violence Against Women”

A Psycho-Educational Group Model

- Reach Out to Heal
 - Session 2.1 A Process of Change
 - Engage group members in problem-solving activity, “Break it down into manageable pieces”
 - Debate proposed solutions reflecting on needs and desired outcomes
 - Discuss key components to problem-solving process
 - Relate this process to the problem of violence against women
 - Repeat activity with problems group members select



A Psycho-Educational Group Model

- Maintain the Gains
 - Session 3.1 Building a Helping Network
 - Brainstorm community/workplace systems important in preventing violence against women
 - What is the awareness level and capacity for these community/workplace systems to address the issue of violence against women in the community
 - Where are group members likely to find allies in taking action against violence

Broader Systems Impact

Partnership Development

- Time investment
- Commitment to the project
- Non-hierarchical relationships
 - Mutual decision-making
 - Shared gifts/talents
 - Paired roles
- Intensive communication
 - Information
 - Feedback, clarification
 - Reach across cultures

Social Transformation

- Self-image and identity
- Gender roles
- Relationship to authority
- Access to social and economic resources
- Support of faith-based institutions and NGO's
- Sense of belonging in the local community and in the larger society

