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# CONTENTS

<b>PREFACE</b>	<b>5</b>
<b>Introduction to the Project "Training and Awareness-Raising for Professionals"</b>	<b>7</b>
<b>TRAINING PROGRAMME</b>	<b>11</b>
<b>I. GENERAL</b>	<b>12</b>
1 Violence against Women – Background, Facts & Figures	<b>13</b>
2 Aims and Structure of the Training Programme	<b>16</b>
3 Methods and Teaching Aids	<b>22</b>
4 Dealing with Difficult Situations	<b>27</b>
5 Background Conditions	<b>30</b>
<b>II. BASIC MODULE</b>	<b>35</b>
<b>1 Practical</b>	<b>36</b>
Familiarisation	<b>37</b>
Topic 01 Forms and Patterns of Violence	<b>43</b>
Topic 02 Beliefs and Facts	<b>49</b>
Topic 03 Impact of Violence	<b>55</b>
Topic 04 The Plight of the Victim / Survivor	<b>60</b>
Topic 05 Perpetrators	<b>69</b>
Topic 06 Crisis Support	<b>74</b>
Topic 07 Counselling Skills	<b>79</b>
Topic 08 Support Services	<b>87</b>

---

<b>2 Handouts</b>	<b>90</b>
01 Forms of Violence against Women	<b>91</b>
02 UN Definition of Violence against Women	<b>92</b>
03 PATTERNS OF VIOLENCE	<b>93</b>
04 Patterns of Structural Violence	<b>96</b>
05 Power and Control Wheel	<b>97</b>
06 Equality Wheel	<b>98</b>
07 Situations of Violence	<b>99</b>
08 List of Myths	<b>100</b>
09 Stages and Dynamics of Violence	<b>103</b>
10 Signs of Abuse	<b>104</b>
11 Why Do Women Stay?	<b>106</b>
12 Plight of the Children – Case Studies	<b>107</b>
13 Reasons Why Professionals May "Fail to Notice" Abuse	<b>109</b>
14 Reasons Why Abused Women Are Reluctant to Seek Help	<b>110</b>
15 Perpetrator Strategies	<b>111</b>
16 Conversation Confronting the Perpetrator	<b>113</b>
17 FOUR EFFECTIVE INTERVENTIONS ON BEHALF OF VICTIMS OF DOMESTIC VIOLENCE	<b>115</b>
18 Initial Evaluation and the Big 26 – 26 Questions to Assess the Dangerousness of a Perpetrator	<b>116</b>
19 Questions to Identify Safety Needs and Strategies	<b>119</b>
20 Safety Plan	<b>120</b>
21 List of Support Services	<b>122</b>
<b>3 Theory</b>	<b>124</b>
Text 01 Forms of Violence against Women	<b>125</b>
Text 02 International Definitions of Violence against Women and Recommendations	<b>127</b>

---

Text 03	Myths and Beliefs	133
Text 04	Impact and Consequences of Violence	140
Text 05	Perpetrator Motives and Strategies	148
Text 06	The Personality Structure of Violent Men	152
Text 07	Acting against Male Violence	155
Text 08	The Process of Seeking Help and the Social Context of Violence	159
Text 09	Quality Standards for Women's Shelters	160
<b>III. VOCATION-SPECIFIC MODULES</b>		<b>162</b>
<b>A. Practical</b>		<b>163</b>
1	Law Enforcement Professionals	163
2	Judicial Professionals	182
3	Medical Professionals	206
4	Psycho-social Professionals	223
<b>B. Handouts</b>		<b>246</b>
1	Law Enforcement Professionals	246
2	Judicial Professionals	264
3	Medical Professionals	282
<b>BIBLIOGRAPHY</b>		<b>312</b>
<b>BIBLIOGRAPHY (for Practical Basic Module)</b>		<b>318</b>

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## **PREFACE**

The present training manual contains basic information and training material relating to the issue of violence against women in intimate relationships. It is designed for use in training and further training courses for professionals in various fields.

The training programme has been drawn up as part of a project carried out by the WAVE Office in Vienna and the EU Commission's DAPHNE Initiative. It came about under the auspices of WAVE's European-wide activities and in close collaboration with experts from the member organisations of the European Network against Violence.

Special importance attaches to training and consciousness-raising for professionals dealing with the victims of violence against women and children as an effective means of preventing such violence. Confidence and professionalism in handling appeals for help and the provision of fast and efficient support can alleviate the hardships and in some cases avoid further violence (tertiary prevention).

Given the divergent standards in use and the (partial) lack of resources in the training field, the WAVE staff decided to address the need for a good practice model capable of being applied throughout Europe which would be provided to selected trainers after completion of a Train-the-trainer seminar.

The purpose of the present project is to collate the available experience in training professionals and to use it in the compilation of a uniform training manual.

In carrying out this project, WAVE is seeking to facilitate European women's NGOs' access to training expertise, to develop uniform standards wherever possible, and to offset regional deficits.

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We should also like to thank the Federal Institute of Adult Education in Strobl for its co-operation and the Vienna Intervention Centre for its provision of premises free of charge.

Finally, we owe a debt of gratitude to all those experts and volunteers working in the field of women's support whose commitment and work have directly or indirectly contributed to the compilation of this training manual.

*The authoresses dedicate the present publication to all women and children survivors of abuse in the hope that it will help to prevent future acts of violence.*

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# INTRODUCTION TO THE PROJECT "TRAINING AND AWARENESS-RAISING FOR PROFESSIONALS"

## The Training Programme

The present training programme on violence against women and children in the social environment is part of a project being carried out by the Austrian Women's Shelter Network / WAVE Office under the auspices of the EU Commission's DAPHNE Initiative.

The programme's basic outline and its structure derive from the outcome of a three-day meeting of experts from nine countries held in Vienna in April 2000. The experts pooled their long-standing experience in the training of various groups of professionals. Their own training programmes and those of the organisations to which they belong have been incorporated in the present *Manual*. The national training programmes listed below are amongst those which provided substantial material:

Training programme "Gegen Gewalt an Frauen handeln", project management: Elfriede Fröschl and Sylvia Löw, Vienna 1995,

Training folder "Gegen Gewalt an Frauen – Wege zur Veränderung", published by the Information Centre against Violence, Austrian Women's Shelter Network on behalf of the Women's Office of the Vienna Municipal Authorities, Vienna 1994,

publications by TransAct: Aarnink / Boland / Van der Vlugt "Seksueel geweld aan de orde, een basiscursus voor hulpverleners", Utrecht 1991,

Ineke Van der Vlugt / TransAct "Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie", Utrecht 1998,

ROKS / Avliva Myterna "Sanningar och lögner om mäns våld mot kvinnor", Sweden, no date given.

Where whole passages have been used unchanged, the source is quoted on the relevant page.

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## Structure and Content of the Training Programme

This training programme pursues a feminist approach incorporating principles of social thinking. It is a professional programme designed for use in training and sensitising the relevant vocational groups. The manual includes fundamental information on the issue of violence against women and children and suggestions and exercises for practical work. The manual is structured as follows:

The first section (General) deals with the basic principles involved in carrying out training courses in the field. This includes: theoretical background, objectives and contents, methods and teaching aids, handling difficult situations, and background conditions.

The remainder of the manual breaks down into two main sections:

- Basic module
- Specific modules

The **Basic module** covers the basics for the training and awareness-raising programme for professionals. It deals with the fundamental topics which are relevant for all vocational groups and which broadly relate to the central issues and problems connected with violence against women.

The **Specific modules** examine in more detail the specifics of the way in which individual groups of professionals have to deal with violence against women. There are specific modules for professionals in the fields of law enforcement, the judiciary, medicine and psycho-social work.

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Both the Basic module and the Specific modules are structured as follows:

1. Topic and treatment – method – examples for the Trainer
2. Theoretical background to the topic for the Trainer
3. Handouts for the trainees (work sheets with background information relating to the individual exercises)

This training programme has been compiled in such a way that it can be used throughout Europe. It therefore avoids reference to material that relates to specific regions or countries, mentioning only in passing aspects which might be of relevance to the topic in any given section. It is therefore left up to the Trainer to supplement the material and adapt the training units to take account of the specific circumstances pertaining to the country concerned.

## **The Train-the-trainer Seminar**

A first Train-the-trainer seminar will be held in Austria in September as part of the project. Using the present manual, experts from women's support organisations in various European countries with little or no experience in training professionals will be trained so that they can go on to launch and run similar training programmes in their own countries.

These are the requirements for being able to work with the present programme:

- Several (preferably at least two) years' experience of working with abused women in a women's support organisation:
  - Understanding of a feminist / gender perspective
  - Experience with group work, some training experience
  - Completion of a WAVE Train-the-trainer seminar

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The complete manual should be given only to trainers who meet the above requirements. WAVE plans to hold further Train-the-trainer seminars to ensure that the programme has the widest possible reach.

An abstract of the training programme is available on the WAVE website:

[www.wave-network.org](http://www.wave-network.org)

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# **TRAINING PROGRAMME**

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# **I. GENERAL**

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# 1 Violence against Women – Background, Facts & Figures

Some 170 million women and girls live in the member states of the European Union. Empirical studies on the degree to which they are subjected to violence are few and far between. Those that exist suggest that between one quarter and one third of them are exposed to male violence (Canadian Centre for Justice Statistics, 1994; Heiskanen / Piispa, 1998; Schweizerische Konferenz der Gleichstellungsbeauftragten, 1997). This would mean that, at any given time, approximately 42-56 million women and girls in the EU are being subjected to violence. It is difficult to establish the incidence of violence within the closer social environment, and the statistical margin of uncertainty is correspondingly large.

Violence against women and children takes the form of physical, mental and sexual violence. The vast majority of perpetrators are men. The explanation of this phenomenon lies in the long-standing inequality in power relations between women and men in our society. Seen against the backdrop of traditional social power structures, violence against women must be regarded as an attempt to assert power and control at the individual level.

Most acts of violence are committed within the family and in the immediate social environment.

Although many cases of domestic violence constitute a serious and recurrent violation of the law, they are often played down (“family disagreements”), and the perpetrator is seldom called to account. At the same time the consequences of abuse for the victims are drastic, ranging from physical injury to severe psychological and emotional impairments, symptoms of psychosomatic disorders and social isolation.

Children of battered women are always affected by violence, either directly or – as witnesses of violent acts committed against their mothers – indirectly. Children in such families grow up in an atmosphere of violence. Many try to shield their mothers

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from violence, thus themselves running the risk of exposure to abuse. An American study shows that in 70 per cent of cases in which a woman is abused the children are also directly subjected to violence (Bowker / Arbitell / McFerron, 1988).

These figures make it clear that violence against women, far from being a minor issue, is a grave social problem which inflicts massive psychological but also economic and social damage. A Dutch study puts the total costs caused by violence to women at more than 200 million Euro annually. In Switzerland it is estimated that violence against women costs the federal, cantonal and municipal authorities approximately 400 million Swiss francs per year (Korf, 1997; Godenzi / Yodanis, 1998).

International political bodies such as the United Nations also regard violence against women as a manifestation of gender inequality in our society. The relevant United Nations documents define violence against women in both private and public environments as a violation of human rights for whose elimination each state bears the responsibility. The Platform for Action, the final document of the Fourth United Nations World Conference on Women, states:

“The term ‘violence against women’ means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” (pp. 73f.)

“Violence against women is a manifestation of the historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of women’s full advancement.” (United Nations, 1996, p. 75)

To protect women and children who have been subjected to violence, it is vital that the police, the State Prosecutor’s Office and the criminal courts but also the civil courts and survivors’ support organisations work closely together. The basic training of related professional groups and their further training programmes should therefore include awareness-raising and training on violence against women.

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The United Nations General Assembly's resolution on Model Strategies and Practical Measures in the field of Crime Prevention and Criminal Justice makes the following training recommendations:

“Member States, in cooperation with non-governmental organizations, including organizations seeking women's equality, and in collaboration with relevant professional associations, are urged, as appropriate:

(a) To provide for or encourage mandatory cross-cultural and gender-sensitivity training modules for police, criminal justice officials, practitioners and professionals involved in the criminal justice system that deal with the unacceptability of violence against women, its impact and consequences and that promote an adequate response to the issue of violence against women;

(b) To ensure adequate training, sensitivity and education of police, criminal justice officials, practitioners and professionals involved in the criminal justice system regarding all relevant human rights instruments;

(c) To encourage professional associations to develop enforceable standards of practice and behaviour for practitioners involved in the criminal justice system, which promote justice and equality for women.” (United Nations / General Assembly Resolutions, 1997, Section VII)

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## **2 Aims and Structure of the Training Programme**

The aims of a training and sensitivity programme for professionals are to pass on knowledge, modify attitudes and transmit valuable skills.

### **The foremost objectives of the training programme are thus:**

#### **Sensitivity**

For about one European woman in five, abuse, harassment, terrorisation, threats and violence on the part of husbands, ex-husbands, partners or other male members of the household are daily experiences. Even if we don't always realise or notice it, we ourselves come into contact with such women, either professionally or in our private lives – as neighbours, relatives or friends. We may be affected by violence ourselves. One major objective of training courses is thus to enhance awareness of the issue.

#### **Considering violence as a possible cause of problems**

In recent years a great deal of work has been done in some European countries to publicise information about and promote understanding of the issue of violence against women. Nevertheless, the problem continues for the most part to be concealed beneath a blanket of silence. Many women feel uncomfortable speaking about what has been or is being done to them. They are reluctant to talk about it, out of a sense of shame or guilt or because they have been intimidated into keeping it to themselves. However, precisely this barrier of silence makes it more difficult to perceive the links between the problems with which women turn to doctors, social workers or other professionals and the violence which they have suffered.

#### **Effective assistance for victims of violence**

Domestic violence is one of the most frequent and at the same time one of the least publicised criminal acts in our society. The abused person and the abuser were or are

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linked by a very close relationship. The impact of violence is thus particularly devastating, and any assistance offered from outside must be extremely cautious and sensitive. The decisive factors here will be not only professional knowledge of the problems involved but also and above all the ability to perceive and respond to the victim's needs.

### **Protection and help in acute crisis; perception of danger**

Acts of violence can take place during the couple's first meetings. They can occur in the early stages of a relationship or only after years of living together. In many cases there are extended periods of "peace" between the outbreaks of violence. In other cases the woman is subjected to violence night after night. If victims of violence are to be given effective assistance in critical situations, it is essential that the danger to which the woman is exposed is recognised as such and taken seriously and that immediate steps are undertaken to afford her protection and security.

### **Reappraising one own attitudes**

Professional assistance for victims of violence requires a reappraisal of one's own attitudes on the subject of violence against women. One purpose of training programmes must be to help the participants to identify their own attitudes and value judgements and to reappraise and fine-tune these with the aid of the insights gained during the training course. In developing one's approach to the issue, the most important thing will be to become aware of one's own preconceptions and stereotypical ideas, since these can impair the quality of one's work with victims of violence. Inadequate attention, openness and sense of responsibility can prevent women receiving the assistance they need until a time when the violence has reached a more drastic stage. It is necessary to dismantle preconceptions about "violence against women" in order to achieve a balanced mix of providing support, meeting professional obligations (such as notifying the police) and living up to one's own responsibilities.

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## **Co-operation and networking**

As has been explained, violence against women is an extremely complex problem. The diversity of forms of violence alone means that each situation requires a different kind of assistance and that in many cases several persons and institutions will have to be involved in the support process. Professionals need to have a thorough knowledge of the problems entailed in order to provide the appropriate help, but they must also be able to draw on comprehensive resources of basic information which they can pass on to the victim. Often the violence itself and the problems to which it gives rise (homelessness, shortage of money etc.) are not the only difficulties with which the victim has to contend. Assisting such women necessitates an inter-disciplinary approach calling for co-operation with the staff of a wide variety of facilities and institutions. The efficient collaboration of all the bodies involved is essential in ensuring that the victim and her children can be given a maximum of protection and security.

## **Training as a means of bringing about change**

Sensitisation and the transmission of effective intervention strategies are key aspects of training programmes. Over and above these, though, it is important to devote due attention to the preventive aspects of training curricula. Training obviously plays a key role in secondary and tertiary prevention. Secondary prevention encompasses the provision of individual assistance in acute and potential situations of conflict and crisis with a view to preventing acts of violence. Tertiary prevention relates to the prevention of further violence or to “damage containment” (Taskinen, 1987, quoted in: Egger et al, 1995). In practice this means first and foremost sensitising those professionals to whom victims turn. Tertiary prevention increases the likelihood that the problem is detected and ways of providing support are found before the violence escalates. Training courses are intended to foster a climate which makes it easier for women to talk about their experiences and to feel respected with all their insecurities, misgivings and feelings of shame and guilt. Another aim of training programmes is to help bring about a climate in which violence against women – and other forms of violence – are no longer tolerated, are condemned and are combated with all the appropriate means available. In this sense training programmes also contribute to primary prevention.

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## **IMPORTANT PRINCIPLES FOR ACTION TO PREVENT VIOLENCE**

One's approach and personal attitudes to a problem are key factors in one's ability to pass on knowledge and skills related to it. Trainers therefore need to subject their own basic standpoint on the subject of violence against women to a critical reappraisal. An unequivocal stance on violence against women and children and against violence in any other form is a basic requirement for eligibility to run training courses. The following section details important principles which make up the foundations for involvement in training courses. It is extremely important that both trainers and participants consider these principles carefully.

### **1. Protection and security**

Every woman has the right to integrity of her person, freedom and security and to a life without any form of violence or the fear of violence. The primary objective of interventions must be to safeguard the immediate and lasting security of women and their children.

### **2. Responsibility**

No woman ever "deserves" to be subjected to violent acts, and there can never be any justification for such acts. An act of violence committed against a woman is an offence punishable by law and must be dealt with as such. An act of violence is never susceptible to justification, and the responsibility for it always lies with the person who commits it. Violent men must bear the consequences of their actions. Approaches to counselling or therapy which tend to exonerate the perpetrators, play down the seriousness of their offences or relieve them of responsibility are not helpful in any attempt to prevent violence occurring.

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### 3. Empowerment

Intervention is supposed to strengthen and support battered women and their children. This support is intended to help them to build up a new life which they determine for themselves.

### 4. Complexity

Violence against women occurs in all social classes and in all cultures. In the planning and running of training courses it is thus important also to take due account of such factors as social milieu, age, disabilities, the plight of migrant women etc.

### 5. Social responsibility

As members of society we all of us bear responsibility for eliminating violence against women. This violence will end only when society stops tolerating violence.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Ausbildungskonzept für Trainerinnen*, Vienna 1996

## Structure of the Training Programme

The present training programme is made up of a Basic Module dealing with general aspects of the subject of violence and providing the basis for training practice, and vocation-oriented Specific Modules dealing with particular aspects of the subject as they relate to individual professional groups.

The **Basic Module** falls into three areas:

- The first section, "Practical", contains exercises for use in practical training relating to specific topics. For each topic there are several exercises which can be used at the Trainer's discretion.
- The second section, "Handouts", consists of a number of work sheets designed to serve as supplementary material for the participants to use during the practical

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exercises. The Handouts contain information, instructions and background knowledge relating to the exercises. They are distributed to the participants in the form of photocopies.

- The third section, “Theory”, contains basic theoretical material. It includes individual theoretical texts on the topics for the Trainer’s use, references to international documentation, and articles by contemporary researchers which can be handed out to the participants as required.

The **Specific Modules** are an extension of the Basic Module addressing the particular needs of individual professional groups which deal with battered women and their children. The target groups here are: police, justice professionals (state prosecutors, judges), medical professionals (doctors, nursing staff) and psycho-social professionals (social workers, psychologists, psychotherapists).

The circumstances in which these professional groups work vary widely from country to country, so that these modules contain suggestions for exercises and handouts for use by the Trainers. It is left up to the Trainers to gauge the details of the training material to the specific needs of the professional group concerned.

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## **3 Methods and Teaching Aids**

The practical use of the exercises requires various skills and teachings aids designed to enable the trainer to adapt and expand the topics in a variety of ways. The most important methods are summarised and explained on the following pages.

### **Listening**

One of the most important qualities required of the Trainer and of the participants is the ability to listen. A good listener will always be attentive and will allow others to finish what they have to say without interrupting.

### **Presentation**

Presentation means first activating the knowledge that already exists within a group and structuring it in accordance with the approach you intend to adopt. The Trainer's job will be to ensure that all the participants can make their own contributions and at the same time that no one participant comes to dominate the discussions. The Trainer should also be able to summarise the key points in each participant's remarks in such a way that they are comprehensible for everybody and to keep bringing the discussion back to the subject at hand.

### **Brainstorming**

Brainstorming has proved an extremely creative and stimulating approach to opening up a consideration of a particular topic. The participants are invited to call out their responses to a given concept or question, and the Trainer writes these on the blackboard or flip chart. Only after this does the group start its discussion or analysis, its critical appraisal, structuring and so on.

### **Discussion**

Discussion is an appropriate method for critically reviewing a given topic, exploring causes and identifying correlations – for instance with regard to the question of why

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men are violent. The Trainer job here is to initiate the discussion among the participants and to ensure that they do not lose sight of the subject at hand and the starting-point of the discussion. There has to be room for the presentation of opposing views, and the Trainer should not try to avoid this. If the differences of opinion are too wide to be bridgeable, though, the Trainer should be careful to ensure that this does not lead to a serious division. The Trainer will summarise the views expressed and, where necessary, leave the outcome of the discussion open if the differences threaten to obstruct progress in the programme as a whole.

### **Group work**

Dividing the participants into small groups is a useful way of dealing with individual issues in detail and of providing scope for the largest possible number of participants to contribute to the discussions. The size of the groups will depend on the aims of the group work and the nature of the ground to be covered. Be sure to define the objectives for group work clearly. Supplement verbal instructions with visualisations. You might, for instance, write the topic, ground to cover, issues, size of the group and time schedule on the flip chart. The Trainer should help the participants in the course of their group work by asking how they are doing and, about five minutes before the end of the allotted time, pointing out how long there is to go.

### **Role games**

Role games afford the opportunity to explore and consider various courses of action within a protected environment (“safe space”) and thus to gain a better understanding of the predicament and needs of battered women. In the course of a role game the participants enact a given scene. They are given a brief verbal or written description of the part they are to play, with their roles outlined in greater or lesser detail as appropriate. They are various ways of allocating the roles: ideally, participants should volunteer for the roles; or the Trainer assigns them; or participants take on the roles which they play in real life. The role game can take place either in a small group or in pairs or in the whole group. The participants not playing a role acts as observers. Pairs should always be assigned an observer whose job is to watch exactly what happens in

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the role game (what do I hear / see / feel?) and to report on her observations during the ensuing discussion. Personal confrontation with an issue can be tough, so that the ensuing discussion is especially important. The discussion should always begin with the role of the battered woman, then that of the professional, followed by the observers and the Trainer. The Trainer's task is to plan and structure the ensuing discussion so that it can be conducted with the necessary thoroughness to maximise the insights gained.

*Exiting from the role:* It is very important for the Trainer to help the role players slip back out of their roles. The Trainer should make it adequately clear that the role and the person playing it have nothing to do with each other. In this way it is possible to avoid remarks made on the enacted situation being applied to the participants acting the roles. The exit phase takes place either before or after the discussion:

a) *Exit before the discussion (straight after the role game):* In this case there is a short break after the role game to emphasise the point that both the game and the roles have finished. During the discussion the participants who played roles speak about them not in the first but in the third person ("Mrs Smith was afraid ...").

b) *Exit after the discussion:* During the discussion the participants who played roles speak as if they were still acting ("I was afraid ..."). The exit phase occurs at the end of the discussion, as in a) above.

Whenever possible, role games should be carried out in the language of the country concerned, because foreign languages can be an obstacle to free and spontaneous enactment. Because role games generally refer to the specific circumstances prevailing locally or regionally and to people with a specific background, the present manual has largely omitted them from the exercises. They should therefore be devised and prepared by the Trainers themselves.

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### **Case studies**

As a teaching aid, case studies are helpful in, for instance, working on possible solutions to problems or in examining the feelings of the people involved in the case described. Generally speaking, the case studies are presented to the participants in written form. Whenever you use a “real-life” case, it is essential to alter or delete the characters’ personalia (name, domicile etc.) to protect their anonymity. As with role games, the present manual leaves it largely up to the Trainer to compile case studies from her own professional experience – preferably in the participants’ language – because the prevailing circumstances vary from country to country.

### **Theoretical information – Visualisation**

The Trainers and other lecturers contribute theoretical knowledge and information on a given subject. It is advisable also to provide the information in the form of written material, because the participants can concentrate on only a limited amount of spoken information and will retain only a fraction of it for any length of time. The theoretical texts contained in the WAVE manual are designed to provide background information for the trainer but can also be copied and distributed to the participants where necessary.

It is best to translate knowledge and information into visual terms. The Trainer can write the main points

### **Audiovisual teaching aids**

The use of audiovisual teaching aids – first and foremost videos – adds a certain element of authenticity to the treatment of the topic of violence against women. However, the Trainer should carefully consider the benefits and drawbacks of audiovisual teaching aids. It is important to ensure, for example, that the characters shown on the video represent a typical cross-section of the real-life people involved. A video which concentrates exclusively on women from marginalized social groups will tend rather to reinforce existing preconceptions and are thus counter-productive. Images on a screen transmit a number of messages, and those watching them will not always be aware of all of them.

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## **Feedback**

In this case, feedback means that the participants and Trainers say in a few words what impression a situation, a certain statement or an incident made on them. It is important to ensure that they do not try to classify other people's behaviour but simply portray their own responses and impressions. The main point is to verbalise one's own state of mind in the given situation (for example by saying: "I didn't feel that people were taking me seriously").

Adapted from: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Ausbildungskonzept für Trainerinnen*, Vienna 1996

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## 4 Dealing with Difficult Situations

1. When one group of professionals acts as trainer for another, problems can arise in connection with **professional rivalry and disputed areas of competence**. Nobody likes other people telling them how to do their job. As a Trainer it is therefore important to demonstrate your respect for the experience and knowledge of the professional group concerned right from the start. We recommend inviting representatives of the professional group concerned to lecture on specialised fields such as issues relating to forensic medicine or jurisdiction.

2. In your work as Trainer you must not let **your own ideas and preconceptions** about certain professional groups hinder or restrict the effectiveness of your work. Keep an open mind about the viewpoint of the participants and take the time before the beginning of the training course to find out about the specific circumstances that apply to the group's work.

3. Remember that the participants may include women who have themselves been **subjected to violence** or are still living with a violent partner. It is up to the participants to decide whether or to what extent they are prepared to talk about their own experiences of violence. Training courses must always be conducted in such a manner that those who have been victims of violence feel respected and are not categorised as "pathological cases" or looked down upon as being "weak" or "incapable". The guideline for your attitude should be: any of us could be victims. It helps to make a habit of seeing situations from the victim's point of view.

4. After training sessions, make time to **answer questions and offer advice** (on a one-to-one basis, not in front of the other participants). Provide information about support services. Give an undertaking to treat anything said to you confidentially.

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5. You should also consider that the male participants could include people who have committed acts of violence against their partners. This could lead to a stance of **resistance**. Before each training course think how you would deal with a situation like this – your answer will depend on the specifics of the situation, the composition of the group and your own personality.

Two suggestions:

- Don't talk about it directly to the man concerned but go through the principles against violence with the group (see Aims of the Training course).
- Speak to the man concerned during the break and explain to him that an unequivocal stance on violence is a requirement for working with victims of violence.

6. Experience has shown that in the course of a training course the participants bring up a number of widespread **preconceptions** like “Women want it, otherwise they'd leave” or “She will have done something to provoke him”. Be prepared to deal with this. One generally successful approach is openly to discuss the preconceptions voiced. This can help significantly to initiate a process of rethinking.

7. Also be prepared to encounter **racial prejudice**, which likewise occurs frequently. If views such as “That's normal in their culture” or “Moslems in general have much less respect for women” are voiced, you should question these opinions and point out that cultural standards can never be used to justify violence. Also point to parallels in various other cultures.

8. You can safely assume that the participants at every training course will include at least one person who knows of a case in which “**it isn't like that at all**”. This could lead to conflicts, so it is advisable right at the beginning of the course that there will always be exceptions but that isolated **exceptions** in no way disprove either the scientific evidence available nor the long-standing experience of the experts.

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9. Work out in advance what you will do if some participants begin to **dominate the discussion**. Be prepared to handle conflicts which can arise from opposing standpoints among the participants. Try to avoid resorting to an authoritarian style but on the other hand draw clear lines.

10. It is important to talk about any **tensions** that emerge among the participants instead of letting them “smoulder”. You could have the participants discuss the causes of the tensions in small groups or talk about it all together. In many cases it will become apparent that conflicts and tensions are closely bound up with difficult work situations and, not least, that they reflect the situation of the people concerned.

Adapted from: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Ausbildungskonzept für Trainerinnen*, Vienna 1996

### **Trainers should take note of the following**

#### **Recommendations**

- Be aware of your own sensitive points
- Pick allies in your group and try to find out what other people think
- Establish rules at the beginning of the training, such as “mutual respect”
- Do not forget the positive side of resistance: explore the kind of resistance (background, reasons); it is a chance to develop group dynamics

Source of recommendations: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Ausbildungskonzept für Trainerinnen*, Vienna 1996

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## **5 Background Conditions**

This section, preceding the detailed treatment of the substance of the training programme as such, deals with preparations for and the holding of the training course. It is intended as a guideline for the Trainer.

### **Duration of the training course**

A training course should ideally last 4 to 6 days. Certainly, the Basic Module should take at least two days. A training course that lasts only a day or even less cannot count as a training course. This would merely rank as an information meeting or a workshop at which certain facts are presented and / or discussed.

### **Contacting Participants / Co-operation**

Many experts from women's support services who run training courses for professionals on "Violence against Women" encounter difficulties in making contact with their target group. There follow a number of suggestions on how to facilitate the initial process of reaching potential participants.

#### **Making contact:**

- Draw up a clear profile of your training programme and ensure that you possess the requisite expertise
- Always promote your training activities; for example: if you give a lecture, prepare a pamphlet for distribution
- Make them ask you (ideally the institution should approach the Trainer)

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**Once you have established contact, your next steps should include:**

- Find out about the structure of the institution and of their training programme
- Find open and enthusiastic people at the institution
- In working with the target group, try to arrange a “mixed couple” (a facilitator from the institution and you, the Trainer); establish a good working relationship between you
- Try to get your training programme included in the (mandatory) basic training of the professionals

Good co-operation can be a decisive factor in the success of a training course. Before you embark on the planning and / or adaptation of the training programme, it is therefore advisable to talk to the person responsible for training in the institution concerned. It is also helpful to involve one of the participants in the prospective preparations. The participants and those responsible for training should be able to gain an idea of the training course and how it will be held.

Ideally, someone from the institution involved should be brought in as a co-trainer, because a representative of the professional group is better qualified to talk about that group’s approach to the issue of violence. This is especially true in connection with the police, the judiciary and the medical field.

**There follows a suggestion for the individual steps in the preparations:**

- Make telephone contact
- Visit a contact person and one or two participants; discuss their expectations
- Draw up a contract (2 copies, one copy to be returned)
- If possible, make a questionnaire (assessing the participants’ expectations)
- Prepare the training course

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## **The Contract**

A contract is half the battle in a good training course. You should record all written and verbal agreements in the form of a contract to be signed by both parties. This contract should specify:

- The aims of the course
- The services to be rendered
- The names of the trainers
- The target group (number of participants, male and female)
- The duration of the training course
- The costs per day and / or hour (e.g. 4 days, 20 hours)
- The logistics: teaching material, lunch etc.
- Cancellation conditions
- The responsibilities and obligations of the contractual partners / organisations

## **Preparing the Material**

Trainers need to study the outline of the training course carefully and consult the specialist literature. It is important to make sure that the information you will be passing on is up-to-date (especially in the case of addresses and telephone numbers of women's support services). You should discuss with the contractors which aspects of the subject are to be dealt with and how much time is available. Only then should the timetable be drawn up.

## **On-site preparations and the running of the training course**

Constructive co-operation between the Trainer and the participants also depends on an agreeable environment.

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**Room:** Should be quiet, comfortable and inviting, a pleasant ambient temperature, adequate space for group work

**Venue:** In general it is not a good idea to use the participants' place of work since this diverts attention from the training; it should be fitted for disabled people.

**Equipment:** Comfortable chairs, extra table for information material, hot and/or cold beverages

**Teaching aids:** All the necessary teaching aids should be installed and checked in advance (overhead projector, flip chart, video recorder etc.). Writing utensils should be prepared for the participants.

**Agreements:** Before the training course begins the Trainer should reach agreement with the participants on certain points. Although suggested by the Trainer, these points can be amended or supplemented.

The major points include:

- *Confidentiality:* Personal experiences which come up in the course of the course are treated as confidential information.
- *Individual responsibility:* Each participant is responsible for the quality of her/his work during the course.
- *Respect:* Respect and esteem for each other means letting others finish what they are saying, being careful with one's own formulations (feminist terminology, avoidance of sexist language).

**Timetable:** The participants may find it helpful to be able to "see" the structure and timetable of the course. To meet this need, you could photocopy sheets showing the duration of the various training units, breaks etc., or write this information on a flip chart.

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**Training units:** It is advisable to schedule a longer break (20-30 minutes) after about one-and-a-half or two hours. Given the demanding nature of the material, this is necessary to avoid signs of exhaustion.

Source: Egger / Lercher / Logar / Spannring / Informationsstelle gegen Gewalt, *Gegen Gewalt an Frauen – Wege zur Veränderung. Trainingsmappe zur Durchführung von Schulungen für verschiedene Berufsgruppen*, on behalf of MA 57, Vienna 1994

## Follow-up

At the end of the training course, it is advisable to go through the following steps, which are intended to maximise the benefit from your newly acquired experience in adapting and supplementing the material for future training courses.

Leave plenty of time at the end for the participants to offer their **feedback** in verbal or written form. If the feedback is in written form, hand out the relevant questionnaires to the participants and ask them to fill them out anonymously. Their responses are useful when you come to write up your final report.

The institution for whom the training course has been organised should also receive feedback (verbal or written). It is also helpful to hold regular **follow-up meetings** with your contact there (or with the person who contracted the training course) to evaluate the results in practice.

Such follow-up meetings make a valuable contribution to the planning, optimisation and expansion of future training courses and help to bring one's own training objectives into line with the participants' expectations.

Adapted from: Egger / Lercher / Logar / Spannring / Informationsstelle gegen Gewalt, *Gegen Gewalt an Frauen – Wege zur Veränderung. Trainingsmappe zur Durchführung von Schulungen für verschiedene Berufsgruppen*, on behalf of MA 57, Vienna 1994

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## **II. BASIC MODULE**

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# 1 PRACTICAL

Familiarisation

Topic 01 Forms and Patterns of Violence

Topic 02 Beliefs and Facts

Topic 03 Impact of Violence

Topic 04 The Plight of the Victim / Survivor

Topic 05 Perpetrators

Topic 06 Crisis Support

Topic 07 Counselling Skills

Topic 08 Support Services

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## Familiarisation

Introductions make it possible to gain an impression of the participants. They also allow the participants to form an idea of what they hope to get out of the session (expectations).

The introductory section clarifies what the session will or will not cover. It serves to establish a relationship between the Trainer(s) and the group. In order to get to know the participants and their expectation more carefully, the Trainer(s) could distribute questionnaires to the group beforehand (Expert Meeting, 2000).

Getting to know each other is an important step in the first session, especially when you are dealing with the issue of violence.

Only if it proves possible to establish a certain basic trust among the members of the group will the participants dare to talk about their experiences, apprehensions and insecurities (Fröschl / Löw, 1996a).

## Aims

- to outline the day / session
- to establish the 'expertise' (of the Trainer) in the field of violence against women
- to afford the participants the opportunity to introduce themselves, their interests and their expectations with regard to the Training Seminar (see Exercise 1)
- to allow scope for personal experiences of violence against women (see Exercise 2) (Van der Vlugt / TransAct, 1998)
- to establish the aims / methods of the training programme and the participants' reasons for wanting to be a trainer (see Exercise 3), more particularly for the Train-the-Trainer seminar (Ibid.)
- to create a safe learning situation (see Exercise 4) (Ibid.)

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**Teaching aids:** Flip chart, felt pens, name badges (Exercise 1), handout (Exercise 3)

**Further suggested methods:**

- Interviews in pairs + introduction of the interview partner to the group
- Presentation of your work, group expectations, comparison of expectations and training programme

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## **EXERCISE 1:**

The participants form groups of four or five and provide each other with a kind of "personal profile":

- What is my name?
- What is my job?
- What qualifications do I have?
- What are my hobbies?
- What are my expectations of this seminar?

The more important details are written on a poster. One member of the group presents the poster to the other groups. The each participant is given a name badge which she / he should wear. If the participants already know each other, brief introductions are followed by answers to the following questions:

- What are my expectations of this seminar?
- What interests me most?
- What can I contribute?

**Time:** 20 - 30 minutes

Source: Egger / Lercher / Logar / Spannring / Informationsstelle gegen Gewalt, *Gegen Gewalt an Frauen – Wege zur Veränderung. Trainingsmappe zur Durchführung von Schulungen für verschiedene Berufsgruppen*, Exercise 1, on behalf of MA 57, Vienna 1994

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## **EXERCISE 2:**

The participants form groups of two or three persons and relate their first encounters with violence (as subject or object).

### **Questions:**

*How did you get involved in violence against women?*

*Describe your first encounter with and reaction to this issue*

*How many times have you encountered battered women in the last three / six months?*

**Time:** 30 minutes

Source: Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## EXERCISE 3:

Examining questions relating to the participants and their areas of competence:  
All the participants receive a chart of the human body in which they will write their answers.

- **Hands:** What skills have you already acquired with regard to supporting battered women?
- **Head:** What do you already know about the issue of violence?
- **Ear:** What have you heard about the issue of violence?
- **Eyes:** What have you observed about the victims, what is your personal view?
- **Heart:** What are you prepared to give them from your heart?
- **Stomach:** What makes you feel sick when you encounter battered women?
- **Mouth:** What, in your opinion, is an important issue for discussion during the training seminar?
- After everyone has filled in a chart, the participants can introduce themselves by presenting their answers.

**Time:** depends on the number of participants (1½ hours?)

Source: Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## **EXERCISE 4:**

Draw up a **list of 'ground rules'** with the group:

*On what basis are we going to work together?* E.g. confidentiality, disclosure, time-keeping, mutual respect, participants' responsibility for success, expertise.

**Time:** 20 minutes

Source: Expert Meeting 1 – 4 April, 2000 to develop a training model for professionals, Vienna 2000

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# Topic 1 Forms and Patterns of Violence

## Introduction

What does "violence against women" mean exactly? And what forms and patterns does violence in intimate relationships and in the family take? First of all, there is no generally accepted definition. However, international organisations like the United Nations, the Council of Europe and the European Union have in the course of wider discussions of the issue established that violence against women must be viewed primarily in the context of the structure of society and the prevailing relations between the sexes (Fröschl / Löw, 1996a).

The object of the present Exercise is to sensitise ourselves to the forms and patterns that violence takes.

## Aims

- To enhance our awareness of various forms of violence
- To become aware of the patterns intrinsic to violence: perpetrators pursue similar strategies, so that violence is not an isolated offence
- To show that violence against a woman masks the intention of exercising control and power over her
- To highlight the gender-based nature of abuse and reveal the links between violence against women and social structures
- To introduce the human rights perspective

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## **EXERCISE 1: Definition / Forms of violence**

**In brief:** Brainstorming with the whole group: "What is meant by violence?", optionally with a subsequent discussion and supplementary remarks by the trainer.

**Aims:** Independently to identify and define manifestations of violence

**Method:** Brainstorming, Handout 1 "Forms of Violence against Women"

**Teaching aids:** Flip chart, felt pens

**Time:** 30–45 minutes

### **Ground to cover:**

The goal of this exercise is to conduct a brainstorming among the participants in which they list patterns of behaviour which they see as belonging to "violence against women". The examples given should be grouped under the following categories: physical violence, sexual violence, emotional / mental violence, verbal violence (threats), and economic violence. The trainer writes the answers down on a flip chart.

There are two alternative approaches for this:

- Write the examples one after the other and then assign them to the categories mentioned above.
- Write down the five categories as headings first and then add the examples under the appropriate heading.

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### **Note for the Trainer:**

One of the objectives of this exercise is to get across to the participants which forms of violent behaviour exist. It is important to describe violence in absolutely real terms. For instance, if a participant talks about "abuse", the trainer should ask her to state which form of violence she means and to give examples (such as: hitting in the face, kicking in the ribs, pushing and so on). The participants should come to realise that several forms of violence may be applied at the same time. You will find a few examples of forms of violence against women in Handout 1 "Forms of Violence against Women".

### **Defining violence against women**

An the end of this exercise the Trainer gives a definition of violence against women, either by summarising the main points the participants collected, or by providing a definition on her own. For instance, *Femmes en détresse* in Luxemburg defines domestic violence as "acting against the wishes of another person or getting that person to act against her / his own wishes by committing violence or inflicting injury once or repeatedly with a view to controlling and dominating that person". Another possibility would be to distribute Handout 2 "UN Definition of Violence against Women".

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Österreichisches Grundkonzept*, Vienna 1996

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## **EXERCISE 2: Understanding patterns of violence**

**In brief:** Work in small groups on patterns of violent behaviour followed by a presentation by all the trainees and supplementary remarks by the trainer.

**Aims:** Understanding the patterns of psychic violence – which usually goes hand in hand with physical violence – and its psychological impact.

**Method:** group work / discussion / theoretical background

**Teaching aids:** Flip chart, felt pens, Handouts 3 & 4 "Patterns of Violence" and "Patterns of Structural Violence"

**Time:** Group work: 30 minutes, overall: 1 hour 20 minutes (30 minutes per exercise)

### **Ground to cover:**

The participants form small groups and are given Handout 3 "Patterns of Violence". In addition to the eight forms of physical violence listed the groups should identify further real-life examples, drawing on what they have learnt so far, experience from their own work, and personal experiences and observations.

The trainer then lists the examples found by the individual groups on a large poster. This can, if the participants wish and there is sufficient time, be followed by a discussion which could deal with personal experiences (see Note for the Trainer) or anticipate some of the points covered in the concluding section on social correlations.

At the end of this training unit the Trainer – preferably using a prepared poster – goes back over all of the eight points, pointing out the connections between each of them and social structures and values which make it so difficult for women to detect the forms of incipient violence in a relationship. The Trainer can then distribute Handout 4 "Patterns of Structural Violence".

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## **Note for the Trainer:**

The purpose of this training unit is for the participants to realise that physical abuse is only one manifestation of violence. It is likely that the participants will have (actively and passively) encountered individual forms of psychological violence. In this unit the Trainer should assess its impact on the individuals and speak about it – either generally or individually, depending on the seriousness – and at the same time point out the difference between individual acts and the systematic use of various forms of psychological violence.

In an abusive relationship psychological violence does not occur arbitrarily but is used (more or less) deliberately and systematically. It weakens the woman concerned, erodes her self-esteem, and leaves her exhausted and unsure what each new day will bring. The man's occasional signs of affection just confuse her more. The abusive man pursues this strategy in order to gain complete control over the woman.

These patterns of psychological violence are familiar from studies of torture techniques. Their ultimate purpose is to "break down" the victim, deprive her of her ability to act. The psychological effect of violence and the victim's survival strategies also include the reaction known as "identification with the aggressor". All of us respond to the presence of a person wielding power over us with submission (cf. the theoretical section on "The Situation of Women Subjected to Violence").

Adapted from: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Österreichisches Grundkonzept*, Vienna 1996

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## **Further methods / teaching aids:**

As required and necessitated by the circumstances, the Trainer should employ additional presentation methods and teaching aids. The following are recommended:

- **Duluth "Power and Control Wheel"** (Handout 5) and **"Equality Wheel"** (Handout 6). Discuss the parts of the wheel in small groups. Ask the participants to talk about their experience and knowledge as professionals, about examples from their professional careers and / or from their personal experience.
- Video clips, case studies

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## **Topic 2 Beliefs and Facts**

### **Introduction**

This unit examines "beliefs" which frequently cover up the real causes of violence against women. The participants should learn to detect and question these "beliefs". The goal of the Trainer here is to portray the problem of violence against women realistically, with the aid of hard and fast facts and figures, and to demonstrate her competence and expertise.

### **Aims**

- to make the participants aware of their own beliefs
- to challenge these beliefs
- to provide facts and figures
- to demonstrate the Trainer's competence and expertise

### **Note for the Trainer:**

Adapt the contents of this topic to the group you have to teach. Some groups might be prone to particular beliefs. Women who have been affected by male violence may also have problems with beliefs. Their upbringing and socialisation may have turned these myths into "truths".

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## **EXERCISE 1: Situations of violence**

**In brief:** A subjective assessment of various violent situations with the aid of a list of examples

**Aims:** To understand violence; to examine clichés about / attitudes to violence; to understand the woman's situation

**Method:** Individual work, discussion in pairs and in the whole group

**Teaching aids:** Handout 7 "Situations of Violence", Flip chart, felt pens

**Time:** 45 minutes (5 minutes individual work, 15 minutes discussion in pairs, 25 minutes discussion in the whole group)

### **Ground to cover:**

There follows a list of various situations in which some form of violence occurs. Study these situations and try to rank the situations starting with the situation you feel is the most serious and ending with the one you feel is the least serious. Number the most serious situation 1, the next one 2, etc.

Take about 5 minutes to do this and discuss your ranking with someone else. Also discuss your reasons for this particular ranking.

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## **LIST: Situations of violence**

An eighteen-year-old boy assaults an older woman, ties her to a chair and gags her.

A mother hits her child hard in the face because it repeatedly refuses to listen.

A husband threatens to hit his wife if she refuses sexual contact.

A man breaks into his ex-wife's house and batters her to the extent that she requires hospital treatment.

A man verbally abuses his wife every day, calling her names like "stupid cow" and "stupid bitch".

A husband kicks his six-month pregnant wife in the belly.

A father maltreats his whining dog and gives his two crying young children a serious beating

A man holds his wife over a fourth-storey balcony and threatens to push her off.

A man hits his wife in the face with his fists because he doesn't like the food she has cooked.

A man locks his wife in a closet during the day because she looks at other men too often.

A young boy calls a girl his age "cross-eyed pig" and pushes her out of the way.

### **Note for the Trainer:**

In the course of the discussion you should pay regard to the following:

- Some participants may be reluctant to do the exercise; it is important to explore all kinds of feelings and thoughts.
- Others will start to become aware of the concealed norms and values they have absorbed. In the social hierarchy all kinds of issues can play a role (dependence, age, etc.)

Source: Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## **EXERCISE 2: List of Myths**

**In brief:** The participants are given a list of myths / beliefs relating to violence. They are asked to mark each entry's contents as right or wrong.

**Aims:** To reappraise myths and clichés about violence

**Method:** individual work / discussion

**Teaching aids:** Handout 8 "List of Myths"

**Time:** 45 minutes (10 minutes individual work)

### **Ground to cover:**

The participants are given a list of myths / beliefs which they mark as right or wrong. Then the whole group discusses the reasons for these appraisals. The Trainer shows the "beliefs" to be false by reference to her experiences, statistical material, facts and documentation.

### **Alternative method for working on this theme:**

work in small groups / general discussion

**Teaching aids:** see above

**Time:** 60 minutes (20-25 minutes work in groups)

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### **Ground to cover:**

Work in small groups. Present several beliefs to scrutinise (e.g. a selection of the "myths" listed above). - Discussion: the participants review each of the "myths" in the light of the following questions: Is it true? Why is it true or not true? Where does it come from? How does it affect the way you work with women or men? How do such beliefs affect your practice?

### **Note for the Trainer:**

This exercise can be done in a modified form. The trainer can, for instance, hand out a list of the above "myths", making it clear that they represent widespread but scientifically unproven or mistaken attitudes and preconceptions. The group as a whole can then discuss them.

For explanations of the myths and counter-arguments, see theoretical section, Text 3.

Source: ROKS / Avliva Myterna, *Sanningar och lögner om mäns våld mot kvinnor*, Sweden, no date given

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## **EXERCISE 3: Associations with violence**

**In brief:** The participants are asked to fill out blanks in / complete given sentences designed to challenge them on their personal value judgements.

**Aim:** To establish their personal beliefs and value-related judgements on the issue of violence

**Time:** 30 minutes

### **Ground to cover:**

To enhance the participants' awareness of their personal beliefs, thoughts, standards and values, the Trainer reads aloud the beginning of certain sentences and the participants complete them:

*a battered woman is .....*

*a perpetrator of domestic violence against women is .....*

*a woman who has been battered by her husband is .....*

*you can recognise a victim of domestic violence by .....*

### **Note for the Trainer:**

These sentences must be read very fast to prompt a response from the participants' spontaneous feelings, thoughts, associations etc. If they are given too much time, they will start rationalising and give socially acceptable answers.

For further details on the facts and causes of violence, and for information from the EU countries, please consult the theoretical section, Text 4.

The Trainers are required to supply national and local statistical material themselves.

Source: Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## Topic 3 Impact of Violence

### Introduction

Before you yourself can help, you must understand the plight of women who are subjected to violence in an intimate relationship. It is only in this way that effective strategies can be evolved taking into account the real needs of the women concerned. We must also never forget the situation of the children. In many cases the symptoms of violence become apparent in them first, so that it is they who first bring the problem out into the open.

The primary goal of this unit is to consider the practical difficulties that arise when a woman separates from her partner or runs away from him and to feel one's way inside the emotions involved. These considerations are intended to help the participants realise that there is no such thing as a straight-forward solution, that every step the woman takes entails or can entail consequences, and that there is a very real reason for the much-quoted "ambivalence" of women in such predicaments.

Depending on the time available and the specific interests of the participants, the Trainer should select one of the following units as a basis for considering the plight of battered women. The theoretical section serves to supplement these considerations and to provide an all-round presentation of the psychological and social plight of women and children affected by violence (Fröschl / Löw, 1996a).

### Aims

- To understand the impact of abuse on women and children
- To understand the direct link between forms of violence and their impact on women

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## **EXERCISE 1: Personal experience with violence**

**In brief:** This exercise sets out to encourage the participants to look at their own personal experiences and to explore the emotions related to helplessness, powerlessness and abuse.

### **Aims:**

- to make contact with personal experiences of powerlessness, deprivation of scope to influence the situation, and abuse
- to explore in which way these experiences can provide useful information material for professionals
- to make contact with the fundamental feelings and reactions of victims of violence and to sensitise one's own responses

**Method:** work in small groups, discussion

**Teaching aids:** paper, pens, flip chart

**Time:** 45 minutes

### **Ground to cover:**

The trainer asks the participants to recall an experience that involved violence, abuse or powerlessness and to talk about it in a small group. The Trainer should first explain to the participants that they should consider whether they feel confident enough to speak about their experiences in front of a group.

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Questions for working in the group:

*Can you describe the situation, how did you feel at the time?*

*How did you react; what was the reaction of the people around you?*

*Which reactions were helpful and which ones unhelpful?*

*How did you deal with this experience later?*

Then the whole group should conduct a discussion – volunteers report on experiences and the thoughts brought forward by the smaller groups.

### **Note for the Trainer:**

You can use this method at the beginning of the training session to encourage the participants to become more involved with the victims or at a later stage of the training session to help them become aware of the primary requirement for providing effective support.

(Experience shows that most of the participants who have done this exercise have denied or discounted their own feelings and experiences (“worse things can happen ...”).

Source: This and the following exercises were compiled by Ineke van der Vlugt, cf. Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## **EXERCISE 2: Dynamics of violence**

**In brief:** The purpose of this exercise is to work through the various stages of violence with the participants and to define and discuss the circle of violence.

**Aims:** To understand the different stages of violence and the patterns in violent relationships

**Method:** Brainstorming / work in small groups / discussion in the group as a whole

**Teaching aids:** Flip chart / Handout 9 "Stages and Dynamics of Violence"

**Time:** 45 minutes

### **Ground to cover:**

This exercise can be carried out in either of two ways. Either the Trainer leads a discussion with the participants as a whole, using the illustrations "Stages and Dynamics of Violence" as flip charts, or the Trainer distributes the Handouts and the participants divide into small groups to discuss the stages and circle of violence.

The dynamics tend to evolve as a spiral, "conciliatory" phases alternating with violent phases. It is important to realise that perpetrators use occasional "conciliation" and / or "good deeds" as a strategy to make the woman even more dependent.

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### **EXERCISE 3: Signs of abuse**

**In brief:** In this exercise the participants study and discuss various signs which may indicate violence being inflicted on women and children.

**Aim:** To identify the different kinds of signals professionals have encountered when confronted with female victims of domestic violence.

**Method:** Brainstorming / discussion / work in subgroups

**Teaching aid:** Handout 10 "Signs of Abuse"

**Time:** 45 minutes

#### **Ground to cover:**

In subgroups the participants examine various signals ("evidence of possible violence") and discuss them in the group as a whole.

In a group discussion the Trainer asks them what strikes them about these signals.

#### **Notes for the Trainer:**

Signs can act as indicators, but they are always relative (the important thing is that the participants become more sensitive to them).

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## **Topic 4 The Plight of the Victim / Survivor**

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### **Introduction**

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This unit deals with the plight of women living in abusive relationships. It examines the question why women live in such relationships and with what difficulties they have to contend.

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### **Aims**

- To understand the difficulties which women have in leaving a violent man (e.g. 'Stockholm Syndrome', children, economic, religious and legal constraints) and in overcoming victim-blaming
- To understand the impact of violence on the children
- To understand specific individual circumstances (migrants, the elderly, the disabled etc.)
- To understand the need to respect women's choice of solutions
- To understand the need to empower women: women are not helpless and passive victims (possibly a separate session could be held on women's strategies for managing violence)

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## **EXERCISE 1: Why women stay in abusive relationships**

**Aims:** To examine widespread attitudes to violence against women. To understand the plight of women subjected to violence.

**Teaching aids:** Flip chart, felt pens

**Method:** Work in small groups, presentation in the full group, discussion

**Time:** At least 40 minutes

### **Ground to cover:**

**'Constraints':** Imagine a practical situation such as at work. Your boss alternately praises you lavishly and finds fault with everything you do. She / he blames you for everything that goes wrong and keeps changing her/his mind. She / he humiliates you in front of your colleagues but still expects unconditional loyalty from you. Then there are times when she / he is jovial and invites everyone for a beer after work.

You enjoy your job, and you wouldn't want to be without it. Then again, you're over forty, and it wouldn't be easy to find alternative employment in your field with the same salary. Moreover, you have children to bring up, and the mortgage needs to be paid off.

### **Work with two groups:**

**A:** one group makes a list of the reasons for quitting your job

**B:** the other group lists the reasons for not doing so.

### **Note for the Trainer:**

The Trainer asks the participants to identify the emotions, ambivalent feelings and difficulties which are entailed by reaching a decision in this situation. The results are written on the flip chart and subsequently presented and – possibly – discussed.

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**‘Why do women stay’:** Use an example from Handout 11 “Why Do Women Stay? – Case studies”. The participants form into small groups to discuss the questions below, writing their answers on flip chart paper.

Questions for group discussion:

**A** *What grounds are there for separating? What would this entail? What would make this step easier?*

**B** *What grounds are there for not separating? What are the obstacles? What makes this step more difficult?*

The outcome of these deliberations is then presented to the group as a whole, discussed and possibly compared with the example of quitting a job.

**Alternative:** Form two groups, with one group dealing with the questions in A, the other with the questions in B.

### **Note for the Trainer:**

When women stay in an abusive relationship, people frequently ask why. Sometimes the reason for asking this question is simply the wish to understand the woman’s motives. In other instances, though, the question is indicative of the preconception that in some way women actually want the violence they are exposed to in the relationship. The question as such is perfectly legitimate, but it is important to examine the implications behind asking the question. It may contain an implied reproach or the expectation that it is up to the woman to change the situation. The woman concerned may feel the question to be a form of pressure being put on them: it requires them to justify their behaviour.

People less often wonder why violent men don’t change, and it is very seldom that this question is put to them directly.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln, Österreichisches Grundkonzept*, Vienna 1996

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## **EXERCISE 2: Consequences of leaving the perpetrator**

**In brief:** Brainstorming or group work on the consequences of leaving the joint dwelling

**Aim:** To examine the difficulties which separation entails for women in abusive relationships and for their children. To understand their plight and the reasons why they may return to the perpetrator. Consideration of widespread preconceptions – including one's own.

**Teaching aids:** Flip chart, felt pens, paper and writing utensils, Handout 11 "Why Do Women Stay? – Case studies"

**Method:** Brainstorming in the group as a whole or work in small groups with subsequent presentation in the large group, possibly discussion.

**Time:** 20 minutes (brainstorming)  
30 minutes (group work)

### **Ground to cover:**

**Brainstorming** The Trainer reads out a case study (Handout 11), expanding it by adding the woman's escape to a shelter or to relatives / friends. By association the participants list the consequences of the woman's departure for her practical situation (and that of her children). The Trainer writes the responses on a poster, possibly enlarging on them.

Then the participants list factors intrinsic to the woman's new situation which might induce her to try again with her partner. The Trainer again writes down these responses, adding to them from her own experience in the field.

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**Group work** The Trainer reads out a case study (Handout 11), expanding it by adding the woman's escape to a shelter or to relatives / friends. By association the participants list the consequences of the woman's departure for her practical situation (and that of her children) and write them down. Then the participants list factors intrinsic to the woman's new situation which might induce her to try again with her partner, again writing them down.

Finally, the first group reports on its findings, and the Trainer writes these on a poster. The other groups merely add the points not mentioned so far, and the Trainer completes them with any missing points. The trainer may add points from her own practical experience where necessary.

### **Note for the Trainer:**

If a discussion ensues – this will depend on the participants' interest in the subject and on the time available – then it is important to try to make a clear distinction between genuine curiosity about human motives and concealed preconceptions and to elaborate on the differences.

To lend the discussion added depth, the Trainer may mention the woman's long-cherished hope that the relationship will improve – a hope which the man's promises nourish and which can be a major factor in her decision to go back to him. The children are also an important factor in her weighing-up of the consequences. The Trainer should encourage the participants to imagine for themselves what the woman's thoughts might be about her children. Or ask them to estimate how much it would cost the woman to embark on a new existence. The purpose of these lines of thought is to illustrate that, if women are reluctant to go through with a separation, the reason is not merely indecision but also hard-and-fast facts of life.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln, Österreichisches Grundkonzept*, Vienna 1996

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## **EXERCISE 3: The plight of the children**

**In brief:** Brainstorming or group work on the plight of the children

**Aims:** To recognise and understand the plight of children subjected to abuse. To realise the connection between the abuse of the mother and the abuse of the children. To establish the correct responses to children in situations of abuse.

**Teaching aids:** Flip chart, paper, pencils, Handout 12 "The Plight of the Children – Case studies"

**Method:** Brainstorming with all participants or work in small groups followed by presentation in the large group

**Time:** 20 minutes (brainstorming)  
30 minutes (group work)

### **Ground to cover:**

**Brainstorming** The Trainer reads out an example from the Handout. The participants consider the following questions written on posters:

*How does the child handle the situation? What are the child's needs?*

*How do you respond? What do you do? What openings for action are there?*

*How could your behaviour affect the child?*

*Which open questions and problems exist?*

The Trainer writes the participants' answers on the posters. The ideas can be discussed either as they are put forward or afterwards.

**Work in small groups** The Trainer reads out an example from the Handout. Each small group discusses the example on the basis of the questions as listed above.

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Then the first group reports on its findings, which the Trainer writes on a poster. The other groups add the points that have not yet been mentioned. The ideas can be discussed either as they are put forward or afterwards.

### **Alternative method: Example from professional practice**

The participants relate an example from their professional practice which concerns a child which has witnessed violence committed against the mother and / or has been subjected to violence herself / himself, or an example in which it is thought that violence against the mother might be the cause of the child's problems.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln, Österreichisches Grundkonzept*, Vienna 1996

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## **EXERCISE 4: Reluctance to notice abuse**

**In brief:** With the aid of two lists, the participants consider what reasons can be found in their vocational fields to explain why violence against women is "ignored" and why women are reluctant to seek help or hesitate before doing so.

### **Aims:**

To sensitise the participants to the plight of the women affected.

**Method:** Self-reflection on the part of the professionals / discussion

### **Teaching aids:**

Handout 13 "Reasons Why Professionals May 'Fail to Notice' Abuse"

Handout 14 "Reasons Why Abused Women Are Reluctant to Seek Help"

**Time:** 60 minutes (30 minutes for each part)

### **Ground to cover:**

Each participant is given a list with obstacles to noticing abuse. They mark the reasons they recognise with a cross. Afterwards they discuss their own answers within a subgroup.

### **LIST: Reasons why professionals may "fail to notice" abuse**

- I find it difficult to cope with strong emotions in others
- If I detect abuse, I will have to deal with it (and I wouldn't know how)
- I am afraid that I might have to face the perpetrator
- I am not sure what I might or might not cause in the other person

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- I don't want to drag it out of the other person, I will wait for her to mention it
  - What if she has not been abused and I raise the question?
  - I wouldn't know how to raise the question
  - I don't know if she is telling the truth – do I have to believe everything?
  - It's a private matter, it's none of my business

After this exercise you discuss the reasons why abused women are reluctant to seek help.

### **LIST: Reasons why abused women are reluctant to seek help**

- Feelings of shame and guilt
- Fear of being blamed once again
- No confidence in institutionalised assistance (as a result of negative experiences)
- Fear of the consequences – what might happen if they bring it up (being pressured to maintain secrecy)
- Protecting the family (don't wash your dirty linen in public)
- Loyalty towards the partner / perpetrator
- Fear of their own emotions and aggression
- Trivialising (it is all behind me now, nothing serious happened)
- You have to solve this on your own, don't expect any help from outside

Source: Aarnink / Boland / Van der Vlugt, *Seksueel geweld aan de orde, een basiscursus voor hulpverleners*, Utrecht 1991

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## Topic 5 Perpetrators

### Introduction

There are myths relating to violent men which bear little resemblance to the facts and serve to exonerate them from responsibility for their violence or at least to play it down – just as they do themselves. Such myths tend to centre around the men’s unhappy childhood, alleged faults in their partners, their loss of self-control as ”something stronger than they are”, threats to their standing as men, the evils of alcohol and so on and so forth.

These explanations cite causes and events which divert attention away from the real problem – acts of violence – and attach the blame to anybody and anything at hand, just not to the perpetrator himself.

There is a strong temptation – first and foremost for the woman affected but also for relatives and friends and subsequently for those called upon to help in various professional functions – to fall for such strategies and exonerate a violent man from responsibility for his actions. This is tantamount to not really taking him seriously.

The purpose of this unit is to make it clear that acts of violence against women are driven by motives and strategic considerations and do not happen ”out of the blue” but are intrinsic to a system of power and control. The participants are acquainted with the most widespread forms of self-exoneration and are encouraged to confront perpetrators with their own actions and assign the responsibility for these actions solely to the men concerned (Fröschl / Löw, 1996a).

### Aims:

- To recognise exoneration and justification strategies
- To overcome myths (alcoholism, unhappy childhood, unemployment etc.)
- To learn how to unmask the perpetrator’s strategies

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## **EXERCISE 1: Brainstorming on the question "Why are men violent?"**

**In brief:** The purpose of this exercise (cf. theoretical section, Text 5 "Perpetrator Motives and Strategies" and Text 6 "The Psychic Structure of Violent Men") is to explore the causes of male violence with the aid of group brainstorming. The second part of the exercise examines the scope for identifying perpetrators' strategies. It distinguishes between strategies to conceal the truth and barriers to taking responsibility for implementing a change.

**Aims:** To explore the causes of violence and expose the perpetrators' strategies for self-exoneration and justification.

**Method:** Brainstorming, discussion

**Teaching aids:** Flip chart, felt pens, Handout 15 "Perpetrator Strategies"

**Time:** 45 minutes (15 minutes brainstorming, 30 minutes discussion)

### **Ground to cover:**

In the course of a brainstorming session the Trainer asks the participants to consider why men commit acts of violence. The Trainer writes the following questions on the flip chart:

*Why are men violent?*

*What do they achieve by being violent?*

*How do they justify their behaviour?*

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The Trainer writes the participants' answers on the flip chart. The strategies employed by perpetrators are discussed on the basis of the list in Handout 15 "Perpetrator Strategies".

### **Note for the Trainer:**

Watch out for the responses of the men and the women in the target-group. This subject may produce a tense or painful situation. It is important to carry out exercises in which the male and female participants can examine and explore different roles, i.e. being a victim and a perpetrator. This is where you can discuss the gender differences – it is still a universal fact that 90% of the victims of sexual violence are female.

### **Alternative method:**

Instead of a brainstorming session, you can use the testimony of a perpetrator as the basis for the discussion. The participants scrutinise the testimony for excuses and attempts at justification on the part of the perpetrator. Then the session continues with work on Handout 15 as above.

Source: Egger / Lercher / Logar / Spannring / Informationsstelle gegen Gewalt, *Gegen Gewalt an Frauen – Wege zur Veränderung. Trainingsmappe zur Durchführung von Schulungen für verschiedene Berufsgruppen*, Exercise 06, on behalf of MA 57, Vienna 1994

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## **EXERCISE 2: Confrontational conversation with the perpetrator**

**In brief:** Role game in the form of a conversation confronting the perpetrator.

**Aims:** To challenge the abusers' strategies and excuses. The objective is to realise on a personal basis that perpetrators do not act "out of the blue" but deliberately.

**Teaching aids:** Handout 16 "Conversation Confronting the Perpetrator"

**Method:** Role game in pairs with observer, discussion

**Time:** 40 minutes (20 minutes role game, 20 minutes discussion)

### **Ground to cover:**

The trainer distributes Handout 16 "Conversation Confronting the Perpetrator" to the participants. The participants form pairs to enact an analogous situation, with a third participant acting as observer. One takes the role of the man who attempts to find excuses for his behaviour. The second plays the counsellor. Finally, the observers report on their findings and the whole group discusses what has been learnt.

### **Note for the Trainer:**

It is important for the participants to realise that the perpetrator consciously decides on the extent of the abuse: men generally stop at precisely the point at which it becomes apparent they are committing a criminal offence.

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### **Further methods:**

- Video (if available): analysis in groups, group discussion
- Analyse testimonies (written or even personal)

Source: Egger / Lercher / Logar / Spannring / Informationsstelle gegen Gewalt, *Gegen Gewalt an Frauen – Wege zur Veränderung. Trainingsmappe zur Durchführung von Schulungen für verschiedene Berufsgruppen*, Exercise 06, on behalf of MA 57, Vienna 1994

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## Topic 6 Crisis Support

### Introduction

The purpose of Topic 6 is to make it clear that the immediate experience of violence constitutes a crisis which must be handled with a specially high degree of sensitivity. The primary goal of intervention must be to safeguard the protection and security of the victim and her children. Bearing this in mind, the participants should deal with the difficult task of danger assessment, and they should learn how to provide practical crisis support and the requisite legal information.

There are wide divergences both regionally and vocationally in the forms which intervention can take, so that this section is bound to deal with the topic in very general terms. Given the differences in national legislation from one country to another, it is not possible to discuss the applicable legal basis for intervention in this manual. However, it is extremely important while going through either this section or the relevant Special module for professionals to detail the victim's rights, the scope for barring the perpetrator from the home and the openings for prosecution under civil or criminal law. If the laws in the country concerned provide inadequate protection for the victim and her children, it is possible to refer to good-practice models in the legislation of other countries.

### Aims:

- To consider basic avenues to intervention
- To learn accurately to assess the danger which the perpetrator poses for the victim and her children
- To provide legal information
- To learn how best to safeguard the protection and security of the victim and her children

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## **EXERCISE 1: Effective Intervention**

**Aim:** To examine the scope for intervention and to juxtapose the ideal with reality

**Method:** Case study (from the Trainer's own experience), Handout 17 "Four Effective Interventions on Behalf of Victims of Domestic Violence"

**Time:** 30 minutes

**Ground to cover:** The Trainer tells a real-life story of a victim of domestic violence, leaving the outcome open. The professionals discuss how they would intervene and provide support. Afterwards the Trainer reveals the actual end of the story and which interventions really took place.

### **Note for the Trainer:**

For a European-wide training model it is not always useful to study specific cases, as the conditions and possibilities differ from country to country. We recommend using real-life material supplied by the Trainers themselves. Opportunities to halt violence depend on national legislation, the responsibilities and capabilities of the group of professionals, the social environment etc., and will vary from country to country. In several countries the police can bring charges, officially warn the perpetrator, open a file, etc., while in other countries this might be unthinkable (Aarnink / Boland / Van der Vlugt, 1991).

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## **EXERCISE 2: Assessing the danger with the victim**

**Aim:** To identify the factors relevant to assessing the danger.

**Method:** Brainstorming, discussion

**Teaching aids:** Flip chart, felt pens, Handout 18 “Initial Evaluation and the Big 26 – 26 Questions to Assess the Dangerousness of a Perpetrator”

**Time:** 60 minutes

### **Ground to cover:**

The Trainer asks the participants to list questions they would put to the victim with a view to assessing the dangerousness of the perpetrator. The Trainer writes these questions on the flip chart. Then the participants are asked to suggest factor/indicators which might point to a specially high degree of danger for the victim. These are also written on the flip chart.

Finally, the Trainer distributes Handout 18 “Initial Evaluation and the Big 26 – 26 Questions to Assess the Dangerousness of a Perpetrator”, works through the questions and compares them with the answers given by the participants.

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## **EXERCISE 3: Safety Planning**

**Aim:** To develop a safety plan for the victim.

**Method:** Group work, discussion

**Teaching aids:** Flip chart, felt pens, Handout 19 “Questions to Identify Safety Needs and Strategies” and Handout 20 “Safety Plan”

**Time:** 60 minutes (30 minutes for group work)

### **Ground to cover:**

The Trainer asks the participants to form small groups to work through the following questions:

*How do I draw up a safety plan with a victim?*

*Which questions do I ask?*

*How could a safety plan look?*

The small groups’ responses are written on the flip chart. Then the Trainer distributes Handout 18 “Questions to Identify Safety Needs and Strategies” or adds the missing points on the basis of this Handout.

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## **Questions to identify safety needs and strategies:**

*What have you tried to do in the past to protect yourself and your children?*

*Did any of these strategies help?*

*Will any of them help you now?*

*What do you feel you need in order to be safe now?*

*In what ways can I help you?*

*Who else could help you? In what way?*

*Would protection (if existent) help you to get him out / keep him away?*

Source of questions: Schechter / Ganley, *Domestic Violence – A National Curriculum for Family Preservation Practitioners*, Handout V-8, produced by The Family Violence Prevention Fund, San Francisco, USA 1995

Once the principal questions have been worked through, the participants discuss the drawing up of an effective safety plan, perhaps by using Handout 19 “Safety Plan”. A distinction should be made between situations in which the woman has already separated from the perpetrator and those in which the perpetrator has been barred from the home.

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## Topic 7 Counselling Skills

### Introduction

This unit deals with the problems which professionals encounter during their work in approaching the issue of domestic violence and in providing abused women with competent counselling. At the same time, the prevailing conditions are a decisive factor in whether a victim of violence can talk about her experiences and seek and / or accept help. This unit, then, sets out to encourage professionals to adopt a positive, active role.

First of all, the participants should bear in mind that:

- there is not just one solution in cases of domestic violence
- professionals are already good but that they can still respond better
- each woman has the right to be safe
- talking about one's own prejudices can be the first step to eliminating them

### Aims:

- To identify the obstacles with which professionals have to contend in dealing with abused women
- To draw up approaches to surmounting these obstacles
- To review optimised forms of support and information for abused women within the given vocational scope

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## **EXERCISE 1: Changing positions**

**Aim:** To develop the ability to slip into the identity of the victim and to see the situation from her point of view

**Method:** Role game in pairs plus observer, discussion

**Teaching aids:** Flip chart, felt pens

**Time:** 90 minutes (30 minutes for each role game, 30 for discussion)

### **Ground to cover:**

Work in pairs: one plays the professional, the other takes the role of the victim; the victim has come to seek help for the first time, the professional tries to listen and understand her story. Afterwards they change places.

The trainer should list the questions below on the flip chart for consideration after the role game:

#### **Questions for the victim:**

*How did you feel?*

*Was it hard or easy to talk about your experiences?*

*What helped you? What didn't help?*

*What would you have wanted?*

#### **Questions for the professional:**

*How did you feel?*

*Was it hard or easy to listen?*

*What did you observe about the woman?*

This is followed by a consideration of the results, with observers contributing their observations.

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## **EXERCISE 2: Talking about professional experiences**

**Aim:** To establish the signs of violence on the basis of the participants' own professional experience

**Method:** Self-reflection in pairs / discussion

**Teaching aids:** Flip chart, felt pens

**Time:** 60 minutes (30 for the work in pairs, 30 for discussion)

### **Ground to cover:**

Each participant chooses a partner to talk to about a past experience with a victim of violence in their professional careers. They should talk about how they felt and consider in retrospect what signals they might have overlooked at the time.

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### **EXERCISE 3: Empty chair**

**Aim:** For once to be able to state one's own opinion frankly, to talk about the victim's and the professional's feelings and limitations

**Method:** Role game, discussion

**Teaching aid:** Chair

**Time:** 45 minutes (15 minutes for each round, 15 minutes for discussion)

#### **Ground to cover:**

Put an empty chair in the middle of a circle.

- Either professionals talk to the victim (=empty chair) about their own emotions etc.,  
or
- the professionals play the part of the victim and talk to the professional (=empty chair)

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## **EXERCISE 4: Telephone call or visit from a survivor of domestic violence**

**Aim:** To identify the conditions which a person requires in order to be able to talk about painful experiences

**Method:** Role game in pairs plus observer, discussion

**Time:** 60 minutes (30 minutes for the role game)

### **Ground to cover:**

Enact a telephone call or visit from a victim. One participant plays the role of the victim, calls or visits the professional. The victim is initially very reluctant to tell her story. The professional tries to make her feel confident. The person who plays the victim stops the game when she feels sufficient trust to tell her story.

This is followed by a discussion of the following questions put to the "victim":

*How did I feel?*

*What helped to relate my experiences?*

*Which questions were helpful and which less helpful?*

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## **EXERCISE 5: Sexual vocabulary and emotional associations**

**Aim:** To collect sexual vocabulary and study your own emotions and associations

**Method:** Brainstorming with ensuing discussion

**Teaching aids:** Flip chart, felt pens

**Time:** 45 minutes

### **Ground to cover:**

- Brainstorm words dealing with sexuality and group them into the categories medical words, child language, funny words and dirty words.
- How did you feel on hearing these words? What kind of words do you like / not like?

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## **EXERCISE 6: Giving information step by step**

**Aim:** To get to know when and how to ask the right questions

**Method:** Case study (from the Trainer's own experience)

**Time:** 45 minutes

### **Ground to cover:**

The Trainer starts describing a case study and interrupts the story after a short while.  
The Trainer offers more information step by step:

**1<sup>st</sup> step:** The participants should ask questions to obtain more information.

**2<sup>nd</sup> step:** The trainer discloses background information.

**3<sup>rd</sup> step:** The participants investigate the main problem in the case.

**4<sup>th</sup> step:** The participants try to give support or discuss how to support the victim.

Source: Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## **EXERCISE 7: "I am a survivor of domestic violence ..."**

**Aim:** To help the participants feel their way into the situation of the victim and to appreciate her plight

**Method:** Individual exercise in front of the group / case studies

**Time:** 20 minutes

### **Ground to cover:**

Participants read aloud a real-life story of an abused woman in the first person (I was battered, I felt ...). Afterwards they discuss their feelings.

**Note for the Trainer:** Choose a case study from your own experience.

### **Further suggested method:**

Video documenting the situation of a woman seeking help and her difficulties with professionals.

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## Topic 8 Support Services

### Introduction

Only very rarely is it possible for a single individual to provide competent and comprehensive support. In the case of most professional groups, the limits of their official responsibilities and the pressure of work prevent them from providing all-round support for a woman who has been subjected to violence. Generally speaking, it would anyway not be advisable for a professional – such as a General Practitioner – to go beyond the limits of her or his vocational field and attempt to act as lawyer, judge, social worker, psychologist and therapist as well. The members of each professional group have their own opportunities for intervening and giving support, and it is essential that they do so. An important factor here is co-operation with other people and services providing assistance, so that the woman can be referred elsewhere if necessary. This unit is therefore devoted to providing a survey of specialised support services and to reviewing the fundamental principles of co-operation.

The participants are given information in particular on women's shelters and regional support organisations so that they can refer women to the appropriate facilities in cases of emergency. A further point stressed in this unit is that the woman concerned should be able to take it for granted that no steps will be taken without consulting her first (Fröschl / Löw, 1996a).

### Aims:

- To understand how shelters work (principles of the shelters)
- To find out about the institutions to which to refer women and children
- To understand the relevant constraints
- To counter the prejudice against shelters
- To encourage inter-agency co-operation

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## **EXERCISE 1:**

### **Ground to cover:**

Professionals should examine what kind of help / support their regions have to offer and which kind of help and support does not exist: Ask professionals to interview people who have had varied experience with supporting battered women.

### **Note for the Trainer:**

In several countries and regions there are no support services for the protection or assistance of victims of violence. During the training you can invite the professionals to think about this problem and how they can be helpful in setting up a new service or something similar and how they can give support themselves.

Source: Van der Vlugt / TransAct, *Handelen bij mishandeling, een handleiding voor hulpverleners bij geweld in de relatie*, Utrecht 1998

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## **EXERCISE 2:**

**In brief:** The Trainer gives a presentation of regional support services.

**Aims:** To provide information and to encourage co-operation and networking.

**Method:** Information input / discussion

**Teaching aids:** Handout "List of Support Services"

**Time:** 30 minutes

### **Ground to cover:**

The Trainer should distribute a handout listing regional support services. The participants put their own questions, and they discuss issues related to co-operation.

### **Further suggested methods:**

- Show them the shelter (office), e.g. photos of shelters, video
- Organise meetings on inter-agency co-operation

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln, Österreichisches Grundkonzept*, Vienna 1996

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## 2 HANDOUTS

- 01 FORMS OF VIOLENCE AGAINST WOMEN
- 02 UN Definition of Violence against Women
- 03 PATTERNS OF VIOLENCE
- 04 Patterns of Structural Violence
- 05 Power and Control Wheel
- 06 Equality Wheel
- 07 Situations of Violence
- 08 List of Myths
- 09 Stages and Dynamics of Violence
- 10 Signs of Abuse
- 11 Why Do Women Stay?
- 12 Plight of the Children – Case Studies
- 13 Reasons Why Professionals May "Fail to Notice" Abuse
- 14 Reasons Why Abused Women Are Reluctant To Seek Help
- 15 Perpetrator Strategies
- 16 Conversation Confronting the Perpetrator
- 17 FOUR EFFECTIVE INTERVENTIONS ON BEHALF OF VICTIMS OF DOMESTIC VIOLENCE
- 18 Initial Evaluation and the Big 26 – 26 Questions to Assess the Dangerousness of a Perpetrator
- 19 Questions to Identify Safety Needs and Strategies
- 20 Safety Plan
- 21 List of Support Services

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## Handout 1 Forms of Violence against Women

### SOME TYPICAL ANSWERS

**Physical violence:** hitting, pushing, kicking, biting, pinching, shaking, injuring with a weapon, suffocating with a cushion, strangling, burning, depriving of sleep, locking in, attempted murder.

**Sexual violence:** rape, enforced sex, enforced sado-masochistic practices, enforced prostitution, urinating on the woman to degrade her, forcing her to sleep with his friends.

**Emotional / mental violence:** shouting at the woman, constantly criticising her, telling her she is ugly and / or worthless, jealousy, refusal to talk to her, verbal insults, refusal to let her see her family and friends, humiliating her in front of the children and others, telling her that she is mad and should be in a mental hospital, destroying valuable personal belongings, following her everywhere she goes, preventing her from working or studying.

**Verbal violence / threats:** threatening to take the children away, to throw her out of the house, to commit suicide, to kill her, telling her he will "always be able to track her down", threatening to abduct / abuse the children, to mutilate her, to run her over, to ruin her job prospects or her career.

**Economic violence:** refusal to give her money, denying her access to a joint bank account, making her beg for every penny, giving her only housekeeping money and squandering money on expensive pastimes, demanding a bill for even trivial expenses, forcing her to sign for a loan, destroying her property.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Österreichisches Grundkonzept*, Vienna 1996

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## **Handout 2 UN Definition of Violence against Women**

### **Article 1**

For the purposes of this Declaration, the term "violence against women" means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

### **Article 2**

Violence against women shall be understood to encompass, but not be limited to, the following:

- a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence related to exploitation;
- b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;
- c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

Source: *Declaration on Violence against Women*, United Nations General Assembly, Resolution A/RES/48/104; 20 December 1993

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## **Handout 3 Patterns of Violence**

### **Isolation**

For instance: locking the telephone, being offensive to her friends so that they leave etc.

### **Distorted Perspective**

For instance: self-reproach like "I'm worthless", excuses like "his jealousy is a way of showing love" etc.

### **Disability / Exhaustion**

For instance: checking on her at home by telephone, not letting her sleep etc.

### **Degradation**

For instance: verbal abuse and repetition of statements like "You're no good".

### **Enforcing Trivial Demands**

For instance: insisting that the towels are folded in a particular way, the soles of the shoes are cleaned etc.

### **Threats**

For instance: destroying things, threats like "I'll find you wherever you go" etc.

### **Exercise of Total Control**

For instance: barring access to a joint bank account, making her ask for money, forbidding her to do certain things etc.

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## **Occasional Indulgences**

For instance: unexpected gifts, surprise family outings etc.

Sources:

Patterns of abuse from: London Borough of Hammersmith and Fulham Community Safety Unit,  
*Challenging Domestic Violence. A Training and Resource Pack*, London 1991

Examples from: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Österreichisches Grundkonzept*, Vienna  
1996

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## **Handout 4 Patterns of Structural Violence**

The patterns of violence are reflected in the context of a sexist society and gender-specific socialisation which lend violent structures the appearance of "normality".

### **Isolation**

For instance: attitudes like "women belong at home" or "men's jealousy is just their way of showing their love"; practical restrictions on women's freedom of movement through the assignment of sole responsibility for the children etc.

### **Distorted Perspective**

The choice of social lifestyles, systems of values, laws and the writing of history are all primarily determined by men.

### **Disability / Exhaustion**

Threefold burden for working women (job, family, household); women are responsible for the family and the household round the clock; lack of sleep if the children wake in the night; the implication that the woman as the domestic "mastermind" should find satisfaction in a life circumscribed by the household, which results in excessive expectations and demands ...

### **Degradation**

For instance: contemptuous public attitudes towards women in the form of jokes, published photographs or advertising using women as marketing tools; contempt for women in lower wage and salary rates; contempt for women in their under-representation in politics, senior positions, expert discussions etc.

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### **Enforcing Trivial Demands**

For instance: women are often expected to make coffee for men at work; they are assigned auxiliary tasks; the attitude "household tasks and cleaning are women's work" and low estimation of such work.

### **Threats**

Women who fail to live up to the gender-specific expectations placed in them run the risk of becoming social outcasts, encountering resistance at every level and being excluded from the men's world.

### **Exercise of Total Control**

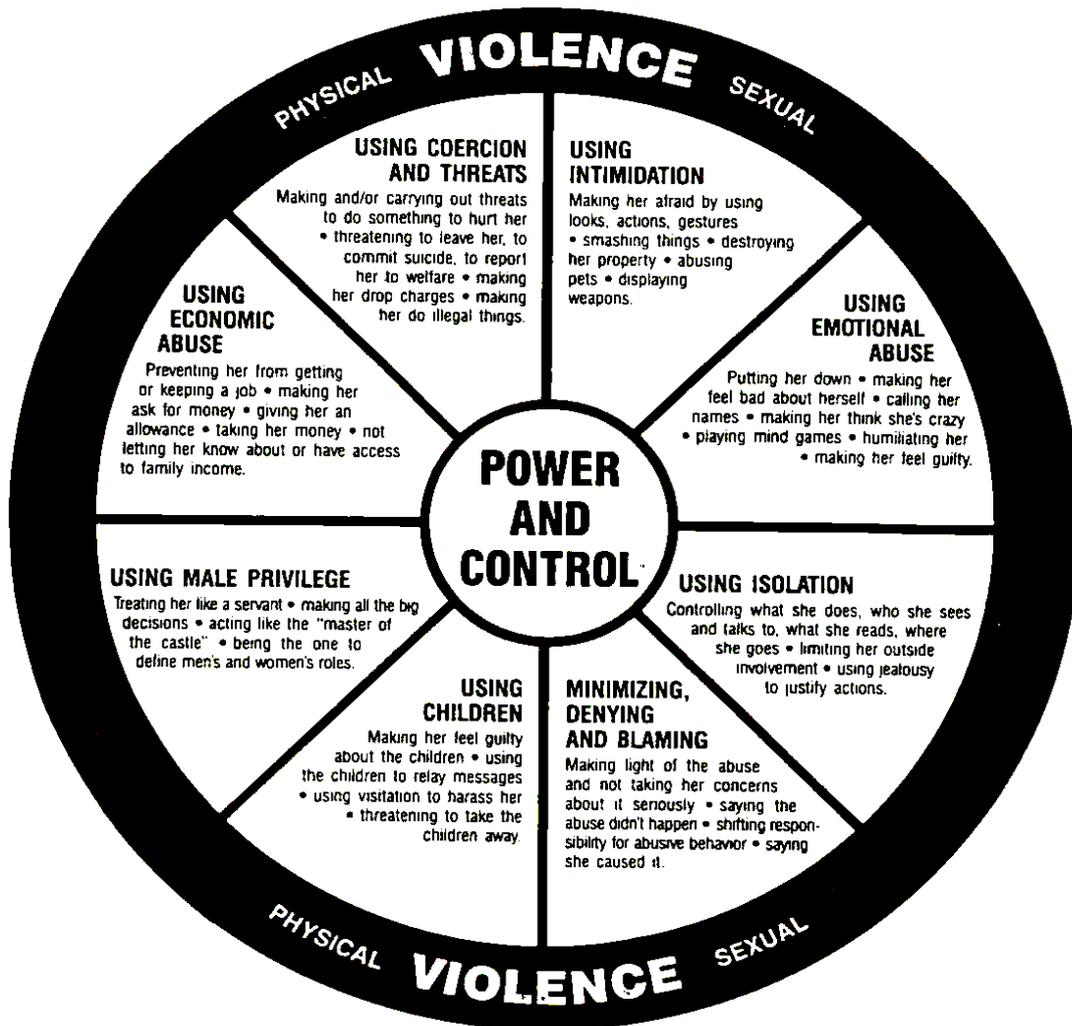
The man as "pater familias" and "the person in charge the household"; women's economic dependence; men order and pay in restaurants; men always drive the car; men enjoy privileges of all kinds like being served at home; men bear no responsibility for the household work and/or make no contribution to it.

### **Occasional Indulgences**

Various rules of etiquette like opening the door for women, helping women into their coats, carrying suitcases etc.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln. Österreichisches Grundkonzept*, Vienna 1996

## Handout 5 Power and Control Wheel



Source: Pence / Paymar, *Education Groups for Men who Batter: the Duluth Model*, New York 1993, p. 3

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## Handout 6 Equality Wheel



Source: Pence / Paymar, *Education Groups for Men who Batter: the Duluth Model*, New York 1993, p. 94

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## Handout 7 Situations of Violence

There follows a list of various situations in which some form of violence occurs. Study these situations and try to rank the situations starting with the situation you feel is the most serious and ending with the one you feel is the least serious. Number the most serious situation 1, the next one 2 etc.

Take about 5 minutes to do this and discuss your ranking with someone else. Also discuss your reasons for this particular ranking.

- a) An eighteen-year-old boy assaults an older woman, ties her to a chair and gags her.
- b) A mother hits her child hard in the face because it repeatedly refuses to listen.
- c) A husband threatens to hit his wife if she refuses sexual contact.
- d) A man breaks into his ex-wife's house and batters her to the extent that she requires hospital treatment.
- e) A man verbally abuses his wife every day, calling her names like 'stupid cow' and 'stupid bitch'.
- f) A husband kicks his six-month pregnant wife in the belly.
- g) A father maltreats his whining dog and gives his two crying young children a serious beating
- h) A man holds his wife over a fourth-storey balcony and threatens to push her off.
- i) A man hits his wife in the face with his fists because he doesn't like the food she has cooked.
- j) A man locks his wife in a closet during the day because she looks at other men too often.
- k) A young boy calls a girl his age "cross-eyed pig" and pushes her out of the way.

Source: Aarnink / Boland / Van der Vlucht, *Seksueel geweld aan de orde, een basiscursus voor hulpverleners*, Utrecht 1991

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## Handout 8 List of Myths

**MEN WHO ABUSE "THEIR" WOMEN ARE IMMIGRANTS**

- true       false

**VIOLENCE AGAINST WOMEN OCCURS SELDOM, ESPECIALLY IN ...**

(fill in the name of your country)

- true       false

**MEN WHO ARE ABUSERS ARE PSYCHOLOGICALLY ILL, OUT OF WORK, SOCIAL OUTCASTS**

- true       false

**MEN WHO ARE ABUSERS SAW THEIR MOTHERS BEING ABUSED BY THEIR FATHERS**

- true       false

**SOME WOMEN ARE ATTRACTED BY MEN WHO ABUSE THEM**

- true       false

**MEN HAVE DIFFICULTIES EXPRESSING THEMSELVES / TALKING ABOUT LOVE – WOMEN ARE STRONGER**

- true       false

**SHE JUST WANTS AN EXCUSE TO LEAVE HIM**

- true       false

**WOMEN OFTEN WITHDRAW THE CHARGES ANYWAY**

- true       false

**MEN WHO ABUSE "THEIR" WOMEN ARE OFTEN ALCOHOLICS**

- true       false

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**ABUSED WOMEN ARE MASOCHISTS**

- true       false

**AN ABUSIVE MAN CANNOT CONTROL HIS AGGRESSIONS. ANGER MAKES HIM LOSE CONTROL**

- true       false

**MEN USE VIOLENCE WHEN THEY HAVE BEEN DRINKING AND DO NOT KNOW WHAT THEY ARE DOING**

- true       false

**WOMEN PROVOKE MEN. SOME WOMEN ARE SHREWS**

- true       false

**ABUSED WOMEN ARE OFTEN ADDICTS**

- true       false

**WOMEN ALSO HIT. THE COUPLE LIVES IN A VIOLENT RELATIONSHIP**

- true       false

**THE ABUSE WILL STOP. HE CAN CHANGE**

- true       false

**VIOLENT MEN ARE NOTICEABLY DIFFERENT FROM NON-VIOLENT MEN. THEIR BEHAVIOUR IS AGGRESSIVE AND DISTURBED**

- true       false

**VIOLENCE AGAINST WOMEN IS NOT A SERIOUS PROBLEM IN ...**

(fill in the name of your country)

- true       false

**IN ... GENDER INEQUALITY HAS ALMOST CEASED TO EXIST**

- true       false

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**PORNOGRAPHY AND VIOLENCE AGAINST WOMEN ARE TWO DIFFERENT ISSUES**

true       false

**VIOLENCE AGAINST WOMEN IS A FAMILY PROBLEM, NOT A SOCIAL PROBLEM**

true       false

**HE CAN BE A GOOD FATHER EVEN THOUGH HE HITS THE MOTHER**

true       false

Violence against women in THE family is not so serious – every couple has arguments sometimes

true       false

Source: Translated from: ROKS / Avliva Myterna, *Sanningar och lögner om mäns våld mot kvinnor*, Sweden, no date given; supplemented by Verena Kaselitz and Sirkka Perttu

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## Handout 9 Stages and Dynamics of Violence

### Stages of Violence

**1<sup>st</sup> stage:** tension, victim experiences helplessness and the partner's control and power

**2<sup>nd</sup> stage:** explosion, actual violence

**3<sup>rd</sup> stage:** silence, shame and regret, forgiveness

### Dynamics of Violence

- I. Expectations, the romantic ideal
- II. Misgivings are bottled up
- III. The woman asserts her own wishes
- IV. The man feels he is being attacked, becomes judgmental or withdraws in anger
- V. The woman feels responsible and 'saves' the situation
- VI. The man relaxes, restoration of the romantic myth
- VII. The woman becomes frustrated
- VIII. The man becomes frustrated and violent, growing awareness of the differences, cracks in the ideal
- IX. The woman becomes numb, isolated and disconnected, feelings of betrayal and grief
- X. The man is afraid to lose contact and tries to restore it through control and violence
- XI. The woman grows more and more isolated and numb, dissociation and alienation
- XII. The man becomes increasingly afraid of losing touch and control, further violence
- XIII. Total dysfunctioning at all levels of the system

Source: Justine van Lawick and Martine Groen

In many cases this process will evolve in a spiral, phases of "reconciliation" alternating with phases of violence. The important thing is to realise that abusers employ their occasional acts of "conciliation" and "kindness" as a strategy to strengthen the woman's dependence.

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## **Handout 10 Signs of Abuse**

### **Signs that may point to abuse:**

#### **Physical Symptoms:**

bruises  
contusions  
injuries (burns, cuts, bite marks, head wounds)  
missing teeth  
fractures (ribs, nose, other bones)  
dislocations (particularly jaw and shoulder)  
hearing problems  
genital problems  
skull injury

#### **Psychosomatic Symptoms:**

symptoms of fear (heart palpitations, hyperventilation, trembling, sweating, dizziness, stomach pains, pains in the cardiac region, shortness of breath, insomnia)  
symptoms of powerlessness (weakness, depression, dejection, fatigue)  
symptoms of tension (headaches, sleeping disorders, stomach pains, menstrual disorders)

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**Psycho-social Symptoms:**

feelings of guilt  
shame  
watchfulness  
lack of concentration  
negative self-image  
social isolation  
relational problems  
problems with sexuality  
suppressed emotions  
conflicting emotions

**Behavioural Symptoms:**

numb and / or submissive behaviour  
apparent nervousness  
frequent cancelling or missing of appointments  
staying close to the partner at all times  
use of phrases like: "my husband will ... / won't let me..."

**Psychiatric Disorders:**

multiple personality disorder  
suicidal tendencies (self-destructive behaviour)  
dissociate symptoms  
psychotic behaviour

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## Handout 11 Why Do Women Stay? - Case Studies

**Mary** has been married for ten years now. She, her husband and their two children (aged 5 and 11) live in a new flat. The loan for the purchase of the flat and the furniture will not be paid off for years to come. Mary works in a nearby supermarket. Her husband is employed as a civil servant in the local council offices. Their daughter goes to a after-school care centre, their son to kindergarten. When the care centre closes, the daughter goes to the kindergarten where both children are then picked up by the father because Mary has to work until 6:30 pm. Mary often worries because it has happened a few times that her husband did not pick the children up in time and they had to walk home on their own.

Mary's husband has always been jealous and quick-tempered. There have also always been times when he was very affectionate towards her, pampering her with gifts. At first Mary thought his jealousy was a sign of love. But then he started hitting her. The whole time she hoped the situation would improve – with the new flat, the second child and so on. But in fact things got steadily worse. Two weeks ago he beat her so badly that she had a black eye and couldn't go to work for several days.

**Malee** is 23 years old. She comes from Thailand. She met her husband two years ago when he was on holiday in Thailand. A few months after his departure he had her follow him, and they married right away because Malee would not otherwise have been permitted to stay in his country. In company Malee's husband is very charming, and her family in Thailand think she is very lucky. But actually Malee is in bad trouble. When they are alone at home he is indifferent and sometimes aggressive to her. She spends much time on her own because he is often away on business trips. When he is away he rings up frequently to check whether she is at home and what she is doing. Malee is six months pregnant. Her husband isn't happy about the child – he has two children from his previous marriage for whom he has to pay. He calls her lazy when her pregnancy makes her feel so tired that she has to lie down. Last week he hit her and punched her in the belly because she had not ironed his favourite shirt.

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## Handout 12 Plight of the Children - Case Studies

### **Miguel**

You are a child supervisor in a kindergarten. Your group includes 4-year-old Miguel. You are aware that Miguel's mother, who comes from Venezuela, is currently living in a women's shelter because she was beaten by her husband. This afternoon the father unexpectedly appears at the kindergarten and says he wants to pick Miguel up.

**Question: What do you do?**

### **Tamar**

You are a judge for family cases. In the late morning a woman comes to you with a girl, Tamar, aged about 13 who appears extremely upset. The woman is the neighbour of the girl's family and has been sheltering Tamar for the last two days. Tamar had come to her in desperation and had refused to return home. Now Tamar is sitting weeping in your office and says she doesn't want to go back home because her father keeps beating her mother and has also attacked her.

**Question: What do you do?**

### **Laura**

You are a primary school teacher. Laura, 10 years old, is your problem child. For the last few days she has seemed even more distracted than usual, and it is hard to get her to take part in class at all. She won't even play with the other pupils. She didn't want to take part in gym lessons this week, complaining of pains in the tummy. She asked to go home early.

**Question: What could Laura's problem be? What could you do?**

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**Peter**

You are a paediatrician in a hospital. While you are on outpatients' duty, a woman with her 11-year-old son Peter comes to see you. Peter suffers from urinal incontinence. He is nervous and finds it hard to sit still. He runs around the room and teases smaller children. The mother tries to get him to sit next to her, but he ignores her and laughs at her when she calls him. The mother is under great stress and seems desperate. When she tries to stop him climbing up the banisters, Peter becomes aggressive and punches her.

*Question: What could be the problem with Peter and his mother? How would you respond?*

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## Handout 13 Reasons Why Professionals May "Fail to Notice" Abuse

### LIST OF REASONS

- I find it difficult to deal with strong emotions in others.
- If I raise the issue of abuse, I will have to deal with it (and I wouldn't know how).
- I am afraid that I might be confronted with the perpetrator.
- I am not sure what effect I might and might not have on the other person.
- I don't want to force anything, I will wait for the other person to mention it.
- What if she has not been abused and I bring it up anyway?
- I wouldn't know how to raise the matter.
- I don't know if she is telling the truth – can you believe everything people say?
- It's a private matter, it's none of my business.
- A woman does not like to talk about violence.
- A woman is reluctant to deal with a situation of violence.
- I am too busy. I don't have enough time.
- A woman is under the influence of alcohol and drugs.
- First of all, I have to be sure that this really is a case of violence.

Source: Ineke van der Vlugt, Transact, Netherlands, supplemented by Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout 14 Reasons Why Abused Women Are Reluctant to Seek Help

### LIST OF REASONS

- Feelings of shame and guilt
- Fear of being blamed once again
- No confidence in institutionalised assistance (as a result of negative experiences)
- Fear of the consequences, what might happen if I bring it up (being pressured to secrecy)
- Protecting the family (don't wash your dirty linen in public)
- Loyalty towards the partner / perpetrator
- Fear of their own emotions and aggression
- Trivialising (it is all behind me now, nothing serious happened)
- You have to solve this on your own, don't expect any help from outsiders

Source: Aarnink / Boland / Van der Vlugt, *Seksueel geweld aan de orde, een basiscursus voor hulpverleners*, Utrecht 1991

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## **Handout 15 Perpetrator Strategies**

### **SUBJECT 1: Strategies to Conceal the Truth**

#### **Finding reasons to justify your behaviour, e.g.**

I am angry at being stuck with you

You don't seem to care for me

It's in my culture

I learnt this kind of behaviour as a child

#### **Denial of the problem, e.g.**

Some women are worse off; at least I don't hit her

Me violent? Definitely not, I'm not the kind of man who would use violence against women

I can't remember doing anything like that

There are always two sides to a story

#### **Denial of the gravity of the abuse, e.g.**

It didn't hurt her

Afterwards we made love

We argue a lot, but that is what couples do

I can control myself

#### **Denial of responsibility for the problem, e.g.**

We were both under the influence of alcohol / drugs

She asked for it

She knows I don't like being talked to like that

If she didn't watch me all the time ...

---

**Denial of the possibility that the abuse might repeat itself, e.g.**

I've learnt my lesson

I promised her it wouldn't happen again

I don't know what came over me

**SUBJECT 2: Barriers to Taking Responsibility**

Indignation at the pressure being applied to change yourself

Male pride that prevents admitting that you have made a mistake

Fear of closeness and intimacy because it makes you vulnerable

Feeling embarrassed at the whole situation because you don't know how to solve it

Thought and behavioural patterns from the past and your part in them

Determination not to become like your father / mother who set a bad example

Shame ("I am bad") instead of guilt ("I have done something wrong")

Competition: being judged on successes, not on expressing feelings or fears

Fear of confrontation with unknown sides of yourself

It is not easy for men to express their feelings

Source: Salter, *Transforming Trauma*, Sage Publications 1995, quoted in: McMaster, *An Invitation to Be Responsible*, New Zealand 1997

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## Handout 16 Conversation Confronting the Perpetrator

**Counsellor:** Can you tell me when you last hit your wife?

**Client:** I can't remember exactly. We were discussing something or other, and I lost control of myself.

**Counsellor:** How often did you hit her?

**Client:** I don't remember. I had a black-out. I lost control.

**Counsellor:** Why didn't you stab her?

**Client** (looks shocked): I'd never stab her – she's my wife.

**Counsellor:** I thought you said you lost control. If you lost control, then anything could have happened, couldn't it?

**Client:** Okay, I lost control briefly, but I didn't lose it completely.

**Counsellor:** Let's try and establish how much of your control you were prepared to lose. Show me how you hit your wife. (Stands up). I'm your wife.

**Client** (hesitantly): I don't know. I just hit her. I don't recall the details.

**Counsellor:** Show me how you hit her. Did you hit her with your fist or with the flat of your hand?

**Client** (horrified): I slapped her. I'd never assault her like she was a man.

**Counsellor:** Okay, okay. So you decided to slap her instead of beating her up. Did you throw anything at her?

**Client:** No.

**Counsellor:** Okay, so you slapped her and didn't throw anything at her. Where did you hit her?

**Client:** I don't know. I don't think about where to hit her.

**Counsellor:** Okay, let's go back over it. First, you hit her instead of stabbing her and throwing something at her. At that point you still had yourself under control. Then you slapped her instead of beating her up. You didn't want to treat her as if she was a man. Then you decided where to hit her. It sounds like you had more control over yourself than you thought.

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Source: *Emerge Counselling Manual*, Boston, Massachusetts, USA, quoted in: Egger / Lercher / Logar / Spannring / Informationsstelle gegen Gewalt, *Gegen Gewalt an Frauen – Wege zur Veränderung. Trainingsmappe zur Durchführung von Schulungen für verschiedene Berufsgruppen*, Handout 05, on behalf of MA 57, Vienna 1994

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## **Handout 17 Four Effective Interventions on Behalf of Victims of Domestic Violence**

Validate the victim's experience.

Build on the victim's strengths.

Help the victim to regain control over her own life.

Explore the victim's options.

*Adapted from: Schechter / Ganley, Domestic Violence – A National Curriculum for Family Preservation Practitioners, Handout V-11, produced by the Family Violence Prevention Fund, San Francisco, USA 1995*

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## **Handout 18 Initial Evaluation and the Big 26 – 26 Questions to Assess the Dangerousness of a Perpetrator**

### **Initial Evaluation of Injuries**

A professional can go through the list with the victim. Warning: Never leave a woman alone to fill in the paper.

On the calendar, please mark the approximate dates during the last year when you were beaten by your husband or partner. Write on that date how long each incident lasted in approximate hours and rate the incident according to following scale:

1. Slapping, pushing: no injuries and / or lasting pain.
2. Punching, kicking, bruises, cuts and / or continuing pain.
3. "Beating up"; severe contusions, burns, broken bones.
4. Threats to use weapons; head injury, internal injury, permanent injury.
5. Use of weapons: wounds from weapons.

If any of the descriptions for the higher number also apply, use the higher number.

## 26 Questions to Assess the Dangerousness of a Perpetrator

	yes	no	don't know	QUESTIONS
<b>In the course of your relationship, has the perpetrator ...</b>				
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	become increasingly violent, brutal and / or dangerous?
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ever injured you so badly that you needed medical attention?
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ever choked you?
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ever injured or killed a pet?
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ever threatened to kill you?
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	been sexually abusive to you?
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	used or threatened to use a weapon against you ? If so, what kind of weapon? _____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	seemed preoccupied or obsessed with you (following you, checking up on your whereabouts, stalking, very jealous, etc.)?
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	increased the frequency of assaults on you?
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ever threatened or attempted to commit suicide?
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ever assaulted you while you were pregnant?
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you separated or tried to separate from the perpetrator in the past twelve months?
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you sought outside help (Order for Protection, police, shelter, counselling) during the past 12 months?
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do you feel isolated from sources of help (car, phone, family, friends, etc.)?
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the perpetrator experienced any unusually severe stress in the past 12 months (loss of job, death, financial crisis, etc.)?
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the perpetrator drink excessively / have an alcohol problem?
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the perpetrator ever undergone alcohol / drug treatment?

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18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the perpetrator own, carry, or have ready access to a gun? Specify: _____
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do you believe the perpetrator could seriously injure or kill you?
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you been protective of the perpetrator (trying to change or withdraw your statement to the police, reduce bail, charges, etc.)?
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To your knowledge, was the perpetrator abused as a child by a family member?
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To your knowledge, did the perpetrator witness the physical abuse of his mother?
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the perpetrator show remorse or sadness about the incident?
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the perpetrator commit non-violent crimes?
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the perpetrator have a history of violence to others (other than family members)?
26.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the perpetrator use street drugs (speed, cocaine, steroids, crack, etc.)?

Source: *Domestic Abuse Intervention Project*, Duluth, Minnesota, USA

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## **Handout 19 Questions to Identify Safety Needs and Strategies**

What have you tried in the past to protect yourself and your children?

Did any of these strategies help?

Will any of them help you now?

What do you feel you need to be safe now?

In what way can I help you?

Who else could help you? In what way?

Adapted from: Schechter / Ganley, *Domestic Violence – A National Curriculum for Family Preservation Practitioners*, Handout V-11, produced by the Family Violence Prevention Fund, San Francisco, USA 1995

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## **Handout 20 Safety Plan**

**If the battered woman has had the perpetrator evicted or is now living alone, evaluate the following options with her:**

Changing locks on doors and windows

If possible installing a better security system - window bars, locks, better lighting, fire extinguisher etc.

Teaching the children to call the police or family and friends in a situation of danger

Talking to schools and child care providers about who has permission to pick up the children and developing other special provisions to protect the children

Finding women's support services knowledgeable about family violence to explore custody, visitation and divorce provisions that protect the children and the victim

Obtaining an injunction

**If the client is leaving the perpetrator, review the following with her:**

How and when can she most safely leave? Does she have transport? Money?

A place to go?

Is she comfortable calling the police if she needs them?

Who will she tell or not tell about leaving?

What can she and others do to prevent her partner from finding her?

Who in her support network does she trust to protect her?

How will she travel safely to and from work or school or to pick up children?

What community / legal resources will help her feel safer? Write down their addresses and phone numbers.

Does she know the number of the local shelter?

What custody and visitation provisions would keep her and the children safe?

Would an injunction be a viable option?

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**If your client is staying with the perpetrator, review the following with her:**

In an emergency what works best to keep her safe?

Whom can she call in a crisis?

Would she call the police if the violence starts again? Is there a phone in the house or can she work out a signal with the children or the neighbours to call the police or get help?

If she needs to escape temporarily, where can she go? Help her think through several places where she can go in a crisis. Write down the addresses and phone numbers.

If she needs to escape, where are the escape routes from the house?

If there are weapons in the house, explore ways to have them removed.

Remind her that in the middle of a violent assault, it is always best for her to trust her own judgement about what to do – sometimes it is best to run away, sometimes to placate the assailant, anything that works to protect herself.

**Advise your client to have the following available in case she needs to escape:**

Passport, birth certificate (original or copies)

Social security cards

Marriage licence, driving licence and car papers

Bank account number, credit cards, savings books

Welfare and immigration documents

Medication and prescriptions

Divorce papers or other court documents

Phone numbers and addresses of family, friends and community agencies

Clothing and comfort items for her and the children

Keys

Adapted from: Schechter / Ganley, *Domestic Violence – A National Curriculum for Family Preservation Practitioners*, Handout V-11, produced by the Family Violence Prevention Fund, San Francisco, USA 1995

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## **Handout 21 List of Support Services**

### **Take account of the following considerations:**

**Categorisation according to type of facility** (shelters, counselling centres, information offices, helplines, telephone counselling, family counselling centres, women's centres etc.)

**Categorisation according to target groups** (women, children, migrant women, disabled women etc.)

**Geographical arrangement** (national facilities, regional / local facilities etc.)

**Don't forget:** Name of the facility, type of facility (available services, sometimes the name alone says too little), address, phone number, fax number, e-mail address, opening / business hours.

### **Note:**

Specific circumstances vary from country to country, so that the above list is only an rough outline.

The database available on the WAVE website ([www.wave-network.org](http://www.wave-network.org)) lists 1,500 organisations from almost all European countries (women's organisations, support services, research projects, public authorities, etc.).

**EACH TRAINER SHOULD DRAW UP THE SPECIFICS OF THIS LIST HERSELF**

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## **III. THEORY**

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## **3 THEORY**

Text 01 Forms of Violence against Women

Text 02 International Definitions of Violence against Women and  
Recommendations

Text 03 Myths and Beliefs

Text 04 Impact and Consequences of Violence

Text 05 Perpetrator Motives and Strategies

Text 06 The Personality Structure of Violent Men

Text 07 Acting against Male Violence

Text 08 The Process of Seeking Help and the Social Context of Violence

Text 09 Quality Standards for Women's Shelters

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## **Text 1 Forms of Violence against Women**

1. Physical assault such as striking, pushing, punching, pinching, hair-pulling, hitting with an object, injuring or threatening with a weapon, burning, throttling etc.

2. Damage to property, destroying furnishings or personal belongings, inflicting pain on pets etc.

3. Menacing behaviour and coercion are also common forms of physical violence, such as: "If you leave me, I'll kill you ...", "I'll kill the whole family ...", "I'll slash your face ...", "I'll take the children away from you ..." etc.

Threats of violence against others (relatives, pets ...) are another means of coercion. This kind of intimidation and extortion makes actual physical violence "redundant" – the fear it inspires already has the desired effect.

4. Harassment like incessant telephone calls, calls in the middle of the night, threatening letters, following and stalking to and from work etc.

5. Isolation is a strategy frequently used to manipulate and control the victim. Isolation can take various forms: prevention from seeing relatives or friends, locking up at home, disconnecting the telephone, disallowing use of the car etc.

6. Verbal abuse, denigration and slander erode the victim's self-esteem and mental health. In time the woman loses her confidence in her own value, her identity and feelings, her rights and her ability to manage her own life. This form of violence encompasses: ridiculing the victim in company, making insulting remarks about her appearance or character, and assertions that she is insane or mentally ill, imagining things, a likely candidate for suicide etc. Such insinuations often serve to divert attention away from the perpetrator's own actions.

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7. Economic violence implies an imbalance in access to financial resources and exploitation of a stronger economic position. Within the family this can take the form of the perpetrator providing too little money for domestic expenses and / or keeping sources of income, assets or expenditure secret from the victim.

Source: Austrian Autonomous Women's Shelter Network, *Quality Survey*, Vienna 2000

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## **Text 2 International Definitions of Violence against Women and Recommendations**

In recent years the problem of gender-related violence has increasingly emerged as a political issue at national and international levels. This is reflected in numerous documents and resolutions passed by international bodies and organisations in their endeavours to combat violence against women. In the last ten to fifteen years the United Nations, the Council of Europe and the European Community have launched a large number of initiatives to eliminate violence against women (for a further list of major international documents see also the European Database compiled by the WAVE (Women Against Violence Europe) Network, which can be accessed on the Internet: [www.wave-network.org](http://www.wave-network.org)). The following pages detail some of the most important international documents on the subject.

### **United Nations**

#### **Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)**

The most important instrument in international law is the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), which was passed by the United Nations General Assembly in 1979. This document forms the basis for further resolutions dealing with violence against women. The CEDAW Committee (Committee on the Elimination of Discrimination against Women) has issued recommendations calling on states to include violence against women in their action and reports (CEDAW 1989, CEDAW 1992). Those states which have signed the CEDAW Convention are obliged to report to the CEDAW Committee every four years.

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It was with a view to strengthening this Convention that the UN Commission on the Status of Women (CSW) approved an Optional Protocol providing for an individual complaints procedure. This enables individual persons to lodge complaints directly with the United Nations in the event of violations of the CEDAW Convention.

### **Vienna Declaration**

At the 1993 UN World Conference on Human Rights in Vienna, violence against women was classified as a human rights violation. The conference's final document, the Vienna Declaration, states that the conference "stresses the importance of working towards the elimination of violence against women in public and private life, the elimination of all forms of sexual harassment, exploitation and trafficking in women, the elimination of gender bias in the administration of justice and the eradication of any conflicts which may arise between the rights of women and the harmful effects of certain traditional or customary practices, cultural prejudices and religious extremism" (United Nations 1993a). This constitutes an explicit treatment of the issue of violence in families and in public life.

### **SPECIAL RAPPORTEUR ON VIOLENCE AGAINST WOMEN**

In April 1994 the United Nations Human Rights Commission appointed Radhika Coomaraswamy from Sri Lanka to the post of "Special Rapporteur on Violence against Women". This complied with a key demand by international women's organisations and marked a significant step towards the incorporation of the human rights of women in the work of the United Nations. The Special Rapporteur's function is to monitor the situation of women with regard to violence and to submit an annual report to the Human Rights Commission in Geneva. To date the Special Rapporteur has drawn up several reports and formulated recommendations for model regulations relating to domestic violence against women (United Nations 1996). In April 1998 the Human Rights Commission passed a resolution on the elimination of violence against women (United Nations Commission on Human Rights 1998).

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### **Declaration on the Elimination of Violence against Women**

In December 1993 the United Nations General Assembly passed the Declaration on the Elimination of Violence against Women (United Nations 1993b). The Declaration, comprising six articles, calls on the member states to step up their action to eliminate violence against women. "The term 'violence against women' means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." (Article 1). Article 4 contains recommendations and guidelines for states on the elimination of violence. It urges states to draw up national action plans for the protection of women from all forms of violence (thus also within the family and in public life) and to provide adequate funding for existing activities and initiatives. It calls on states to earmark sufficient budgetary means for the elimination of violence. Several passages of the Declaration stress the importance of the function and work of women's organisations, and it urges states to support the work of women's organisations and to co-operate with them at all levels.

### **UN World Conference on Women**

The 1995 United Nations World Conference on Women in Beijing passed a Platform for Action which includes a detailed treatment of the issue of violence against women and a number of measures to eliminate violence (United Nations 1996). The Platform for Action calls on states to draw up and implement national action plans for the elimination of violence against women, naming both domestic violence and other forms of violence. The Commission on the Status of Women, which meets in New York every March, monitors the implementation of the Platform for Action.

### **Measures relating to Crime Prevention and Criminal Justice to Combat Violence against Women**

In recent years the United Nations' Crime Prevention and Criminal Justice Division has also launched several initiatives to combat violence against women, held consultative meetings and drawn up recommendations on how states can deal with the issue of

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violence against women in their judicial systems and what measures they can adopt on behalf of victims of violence. It has, for instance, published a Handbook listing a wide variety of measures to combat violence against women (United Nations 1993c). On the basis of the division's work the United Nations General Assembly passed a resolution on the elimination of violence against women in 1997. This resolution calls on member states "to provide for court mechanisms and procedures that are accessible and sensitive to the needs of women subjected to violence and that ensure the fair processing of cases" (United Nations 1997, p. 4. Author's translation).

## **World Health Organisation**

The World Health Organisation deals with violence against women in terms of the health problems it poses. The WHO has published several documents and recommendations relating to health services and their handling of the issue of violence against women. For example, it published a detailed folder on violence against women as a health problem in 1997 (World Health Organisation 1997).

## **Council of Europe**

The issue of violence against women has for many years now also been to subject of initiatives, conferences and resolutions at the Council of Europe. These include:

- **Recommendation No. R (85) 4** on violence in the family
- **Recommendation No. R (85) 11** on the position of the victim in the framework of criminal law and procedure
- **Recommendation No. R (87) 21** on assistance to victims and the prevention of victimisation
- **Recommendation R (91) 11** concerning sexual exploitation, pornography and prostitution of, and trafficking in, children and young adults

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The "3<sup>rd</sup> European Ministerial Conference on Equality", held in Rome in 1993, passed an Action Plan on the Elimination of Violence against Women (Council of Europe 1993).

In 1997 a group of experts drew up a detailed action plan to combat violence against women on behalf of the Council of Europe (Council of Europe 1997).

In November 1998 the Council of Europe held a meeting in Bucharest on the subject of "Ending Domestic Violence: Action and Measures". The meeting began work on the formulation of a new Council of Europe recommendation on legal measures to combat violence against women.

## **European Union**

The European Parliament's resolution of June 11, 1986 on violence against women called on the national governments to address the problem by promoting research, public relations work, support and legislative measures (European Parliament 1986).

In 1997 the European Commission set up a small programme for innovative and trans-national projects to combat violence against women and children: the DAPHNE Initiative. In early 2000 the Daphne programme for 2000-2003 was approved. It will run for four years and has an annual budget of 5 million Euro.

The European Parliament's Committee on Equal Opportunities and Women's Rights is extremely active. It proposed putting on a European campaign against violence in marriage and intimate relationships, which took place from autumn 1999 to spring 2000. This campaign also included a series of expert conferences held under the auspices of the EU presidency (Baden, December 1998; Cologne, March 1999; Jyväskylä, November 1999; Lisbon, April 2000). The conferences to date, attended by government and women's NGO representatives, developed several measures to serve as the basis for European standards and criteria for the elimination of violence against women (Dearing / Förg 1999).

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## **European Network WAVE – Women Against Violence Europe**

During the preparations for the Fourth United Nations World Conference on Women, held in Beijing in 1995, women working in organisations combating violence against women formed the European Network against Violence against Women WAVE / Women Against Violence Europe (WAVE Network 1998). The Network held its first European conference in Vienna in 1998. It was attended by delegates from twenty-three countries. Under the auspices of the DAPHNE Initiative the WAVE received funding to enlarge the networking and set up a European database.

Source: Logar, *unpublished manuscript*, Vienna 1999

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## Text 3 Myths and Beliefs

There follows a collection of "myths", based broadly on a publication by ROKS (ROKS / Avliva Myterna, *Sanningar och lögner om mäns våld mot kvinnor*, Sweden, no date given). This is just one of several such compilations. It has been chosen here because it is the most comprehensive. The original texts have been abridged, edited and supplemented.

### **MEN WHO ABUSE "THEIR" WOMEN ARE IMMIGRANTS**

It is a widespread misconception that men from other countries abuse women to a greater extent than indigenous men. There are no surveys that support such an assertion. This reasoning also trivialises the Western world's culture of suppression of and disregard for women as reflected in pornography, "men's magazines", advertisements and the media. Culture does not always do a great deal to support women and gender equality. That immigrant women are more vulnerable in several respects is a well known fact in European women's shelters. Their social network and access to support are many times poorer than those of indigenous women.

**VIOLENCE AGAINST WOMEN OCCURS SELDOM, ESPECIALLY IN ...** (fill in the name of your country)

Quote figures for your country (police statistics, figures from the shelters and counselling centres etc.) to refute this view.

### **MEN WHO ARE ABUSERS ARE PSYCHOLOGICALLY ILL, OUT OF WORK, SOCIAL OUTCASTS**

There is no research which bears this out. Men's abuse of women is not a problem confined to a certain type of men. Abuse of women occurs at all social levels, among rich and poor, sick and healthy, poorly and highly educated, indigenous men and

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immigrants. That these men are somehow different from non-violent men is a myth that women's shelters encounter all the time.

### **MEN WHO ARE ABUSERS SAW THEIR MOTHERS BEING ABUSED BY THEIR FATHERS**

That men who abuse women "saw their father abuse their mother" is a widely used pretext for their own violence. Considering how common this abuse is, a very large number of men must have watched their mother being abused. Surveys have established links, but it is not a simple connection because the majority of men who become abusers did not witness any violence against their mother, and two thirds of men who did witness violence do not abuse their partner.

### **SOME WOMEN ARE ATTRACTED BY MEN WHO ABUSE THEM**

It is another misconception that women are attracted by abusive men. Research does not provide any evidence to support this assertion. And in which other circumstances is it considered relevant to discuss the **victim's** personality? Studies have shown that a violent man goes on being violent in a new relationship. So it is the man's repeated acts of violence that are the problem and not the woman's wrong choice of partner. It is common to refer to a victim's personality in connection with incest, rape or domestic violence. This is a way of implicating the victim in the responsibility for the violence.

### **MEN HAVE DIFFICULTIES EXPRESSING THEMSELVES / TALKING ABOUT LOVE – WOMEN ARE STRONGER**

Nothing in research on violence against women supports this view. But in psychology and psychiatry it is a widely quoted explanation. To allow men's emotional helplessness as an explanation of male violence is to accept the perpetrators' pretexts and to give them the status of proven truths. This sort of situation occurs when a woman questions a man's authority and refuses to subordinate herself. She is effectively challenging his right to dominate her, and his response is to hit her. Men who resort to violence are actually upholding their power, not acting on the grounds of powerlessness.

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### **SHE JUST WANTS AN EXCUSE TO LEAVE HIM**

Like any other relationship, one that ends in abuse began with falling in love and being in love. So for many women the first slap in the face comes as a complete surprise. Violence does not start at the beginning, when it would still be easy to leave, but only when the relationship is well established and the man has gained a certain influence over the woman. There is a close link between controlling a woman and physically abusing her. It occurs quite frequently that men who exert control over a woman try to restrict her contacts with her family and friends. He also demands to know who she talks to, where she is and with whom. He humiliates her or talks disparagingly about what she does, how she looks and so on.

To be beaten by the man you love and are dependent on is an extremely painful experience. He is not just the man who hits her, he is also the man who makes love with her, comforts her and tends her wounds. The contrast between his care and warmth and his abuse makes it very difficult for a woman to leave. Another reason why a woman does not leave immediately is that this would be dangerous. The authorities are unable to guarantee a women's safety, since she faces the highest risk of being abused at the time when she is leaving a violent man.

### **WOMEN OFTEN WITHDRAW THE CHARGES ANYWAY**

In some countries the police have to investigate if they hear of an offence regardless of whether the woman has brought charges or not. It is the responsibility of the prosecutor to prove that it is a case to be brought to court.

### **MEN WHO ABUSE "THEIR" WOMEN ARE OFTEN ALCOHOLICS**

On the connection between alcoholism and violence, a Canadian survey has shown that women living with men who are alcoholics are five times more likely to be subjected to violence. But a majority of perpetrators are not alcoholics. Even among men with hard drug problems, 32% were clean when they resorted to violence against women.

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### **ABUSED WOMEN ARE MASOCHISTS**

There is no scientific proof that there is a type of woman who deliberately exposes herself to violence. On the other hand, women who live under stress and fear, which are caused by abuse, often behave in a way that looks like confused and irrational behaviour.

### **AN ABUSIVE MAN CANNOT CONTROL HIS AGGRESSIONS. ANGER MAKES HIM LOSE CONTROL**

Abusive men seldom act spontaneously when angry. A man consciously chooses when to abuse a woman: when they are alone, when there are no witnesses (if there is a witness, then usually a child). He has control over whom he abuses: not his friends, his boss, his colleagues, but his partner. He has control over how much he hits her. If an abuser had no control over his actions, far more women would die each year. Since his aim is to control his partner, he will not kill her.

### **MEN USE VIOLENCE WHEN THEY HAVE BEEN DRINKING AND DO NOT KNOW WHAT THEY ARE DOING**

Some men are violent only when they have been drinking, others only when they are sober. Alcohol is not the cause of violence against women; it is used as an excuse.

### **WOMEN PROVOKE MEN. SOME WOMEN ARE SHREWS**

This myth is very widespread and deep-rooted. It is based on the belief that the man is the head of the family and that the law is on his side, so that he can punish "his" partner. If we accept this myth, then we accept the fact that a man has, in certain circumstances, the right to use violence, especially when the woman "provokes" him. The myth is founded upon several assumptions: that violence is a response to something, that the man is the one who determines the nature of a partnership, and when the limits which he sets are exceeded, then he has the right to use violence. Any reference to "provocation" means that we are blaming the women and relieving the man of the responsibility. With other crimes, nobody would think of blaming the victim.

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### **ABUSED WOMEN ARE OFTEN ADDICTS**

There are a few women who are addicts. But abused women can be found in all social classes and all age-groups. Women who have a problem with addictions are more exposed to violence, but they do not make up the largest group of abused women.

### **WOMEN ALSO HIT. THE COUPLE LIVES IN A VIOLENT RELATIONSHIP**

If women use violence against their male partners it almost always happens in self-defence or out of despair at his violence against her. Men's violence against women causes greater physical damage than women's violence against men; it is more likely that women have to go to hospital after being hit by their male partner than the other way round. A study has shown that in all violent relationships she was afraid of him, that he exerted control over her, and that she was injured no matter whether she hit back or tried to defend herself.

### **THE ABUSE WILL STOP. HE CAN CHANGE**

Family therapy, which tries to develop strategies for dealing with violence, often entails a higher risk of a woman being abused. Therapy supports a man's excuse that she has a problem and she is as much to blame for the violence as he, so that she has to undergo therapy as well. The solution to ending violence is that they both have to change their relationship. But she is not responsible for his violence. It is his behaviour which is the problem, and it is also he who has to change. Many women live together with a violent man and hope that he will stop being violent. Occasionally, physical violence stops, but then is replaced by psychological violence.

### **VIOLENT MEN ARE NOTICEABLY DIFFERENT FROM NON-VIOLENT MEN. THEIR BEHAVIOUR IS AGGRESSIVE AND DISTURBED**

A number of studies have shown that abusive men are not so different in character that they can be distinguished from the non-violent male population. This myth is based on the assumption that abusive men are different, "aberrant".

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**VIOLENCE AGAINST WOMEN IS NOT A SERIOUS PROBLEM IN ...** (fill in the name of your country)

Give figures (statistics from women's support services, criminal statistics, ...), quote research carried out in your country.

**IN ... GENDER INEQUALITY HAS ALMOST CEASED TO EXIST**

Quote examples from your country which show that gender inequality still exists.

**PORNOGRAPHY AND VIOLENCE AGAINST WOMEN ARE TWO DIFFERENT ISSUES**

Most customers of pornography are men. Pornography exposes women and girls to abuse, although it is disguised as erotic and sexy. Experience at women's refuges shows that pornography is used as an "inspiration" for an abusive man. Women are harmed by pornography both directly (by being used for the production of pornographic material) and indirectly (through the effects of the consumption of pornography).

**VIOLENCE AGAINST WOMEN IS A FAMILY PROBLEM, NOT A SOCIAL PROBLEM**

Violence, especially physical violence, against women and children incurs high costs for society (in some countries like Switzerland and the Netherlands studies have been made on the costs incurred by domestic violence): hospital treatment, medication, court proceedings, lawyers' fees, imprisonment etc. It is more difficult to see the impact of emotional and psychological violence.

**HE CAN BE A GOOD FATHER EVEN THOUGH HE HITS THE MOTHER**

International research has shown that 90% of children whose mothers are abused are witnesses of the abuse. Between 40% and 70% also become victims of abuse, and 30% of these children are sexually abused.

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**VIOLENCE AGAINST WOMEN IN A FAMILY IS NOT SO SERIOUS – EVERY  
COUPLE HAS ARGUMENTS SOMETIMES**

Violence and disagreement is not the same – they are two totally different propositions. It is normal and permissible in every relationship to have different opinions. Violence is not a disagreement – it is the use of physical, sexual and emotional violence and threats in order to govern and control women’s thinking, opinions, views and emotions. In violence there is no equal discussion about different opinions but women’s fear to disagree. Men use the term “arguments” for situations in which they do not allow a woman to have different opinions from a man.

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## **Text 4 Impact and Consequences of Violence**

Any woman leaving an abusive relationship is bound to take injuries and scars with her. Women who are exposed to violence within the family fight to defend their physical integrity, try to prevent violence happening, and are ultimately "survivors" of violence. In the English-speaking world the term "survivor", which aptly sums up the situation, has become widely used in recent years.

### **Perpetrator Strategies**

One of the most important perceptions to have emerged from work with abused women and from research in the last few years has been that domestic violence against women should not be regarded as individual, isolated acts but has its own dynamic pattern. This dynamism is analogous with that which pertains to situations in which a person is imprisoned (and subjected to or threatened with torture) or is the victim of terror or a hostage-taking. The difference is that in the domestic environment the imprisonment and terror are barely perceptible for the outside world. Even if the door is not locked, there are obstacles to escape. The barriers are economic dependence and coercion by means of social, psychological or legal means or by means of physical violence. Such strategies are used to prevent the victim developing any kind of independence and to maintain the greatest possible degree of power and control over her. This form of "imprisonment" gives rise to a unique relationship between the perpetrator and the victim: the perpetrator becomes a powerful factor – often the most powerful factor – in the life of the victim or victims. The ultimate goal for the perpetrator is not merely to control the victim but to obtain the victim's acquiescence in the violence.

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## **Torture as a Strategy**

The means and strategies which a perpetrator employs to gain control over the victim are similar to those used in systematic torture. They focus on methodical, repeated actions aimed at achieving a traumatic effect on the victim and resulting in cumulative impotence and isolation. They produce feelings and states of fear, helplessness and powerlessness and seek progressively to undermine the victim's sense of identity and her self-esteem. In the end actual physical violence becomes redundant: the threat of violence and the memory of past acts of violence are enough to bring about a constant state of fear. Bouts of physical violence and outbursts of aggression may occur quite unexpectedly, reinforcing the feeling that the perpetrator is all-powerful and that any resistance is futile. The victim appears to have no other option than to submit to the perpetrator. Often the perpetrator will, however, not be satisfied with the victim's dread of him: he will also demand gratitude for being left alive.

## **The Strategy of Emotional Disorientation**

Perpetrators are never continuously violent; they alternate their abuse with phases of "kindness", which only serve to give their victims a feeling of disorientation. Could it be that he is a "good person" after all? Victims cling to their misplaced trust in the perpetrator's "good side", which has the effect of making a separation even more difficult. The social environment also tends to judge the perpetrator by the "good side" which he shows to the outside world and in many cases actually does him a service by discouraging the victim from leaving him. In the overall context of the perpetrator's long-term aim to exercise power and control, however, the alternating phases of "kindness" and "affection" must be recognised for what they may be and often are: elements in a strategy to wield power and forge a bondage between the victim and himself.

## **The Strategy of Isolation**

In time isolation progressively destroys all the victim's relationships. Again and again women tell of being forbidden by their partners to stay in contact with their families, of

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their partners behaving so offensively that friends and acquaintances won't come to visit any more, of their partners being against their having a job or constantly checking up on them at work. The children are also affected: they are not allowed to invite other children round to the house and nor to visit their friends. This deprives the victims of all their social support, which makes it even more difficult to leave the abusive relationship.

Constant observation and control are further aspects of this isolation strategy. In the initial stages of a relationship, such patterns are often misunderstood as signs of affection, and the woman willingly submits to them. As isolation increases, however, so does her psychological and emotional dependence. The victims have to rely for information on the perpetrators, who can tell them virtually anything – they seldom have the chance to verify it. This can result in a distorted perception of things.

### **The Strategy of Exhaustion**

Perpetrators try to wear down their victims' emotional and physical strength and thus to weaken their resistance. They do this by, for example, preventing them from sleeping or by piling work on them.

### **The Strategy of Denigration**

Systematic denigration and insults have the effect of destroying the victim's self-esteem. The perpetrator often supplements various demonstrations of his own power with the insistence that the victim performs utterly senseless tasks.

The victim is seldom aware of this strategy and tends to attach the blame to herself. One necessary step in liberating the victim from such relationships is thus to analyse the strategies of violence with her and develop counter-strategies.

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## **Victim Behaviour Patterns**

### **The Stockholm Syndrome**

Victims of violence show similar behaviour patterns to victims of hostage-taking. This fact emerges from a study of the psychological impact of a hostage-taking after a bank robbery in Stockholm. The "Stockholm syndrome" applies in the following conditions:

1. The victim's life is at risk.
2. The victim cannot escape or thinks she / he cannot escape.
3. The perpetrator is friendly at times.
4. The victim is cut off from the outside world.

The Stockholm syndrome in the form of the victim's identification with the perpetrator can occur in the children of battered women who witness violence and threats either directly or indirectly.

### **Traumatic bonding**

As a result of strategies like isolation and the strengthening of dependence, abused women cling more and more desperately to the only relationship which they have left: their relationship with the perpetrator. Under the impact of this "traumatic bonding" the woman's own interests, needs and opinions are supplanted by those of the perpetrator.

The dominance of violence can become so all-encompassing (in cases of sexual violence, for instance) that the perpetrator manages to break the victim's will. It is only the (threat of) violence against the children which induces her to go on fighting.

However, if the abuse continues for any length of time, most women find they can no longer protect their children. Utterly demoralised, they give up. Some attempt suicide.

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## **Coping Strategies**

In an attempt to ensure their survival and to avert more drastic violence, victims develop a number of strategies aimed at bringing about a change in the situation. These coping strategies may be problem-based or emotion-based.

- **Problem-based** strategies focus on active steps to change the practical situation (e.g. separation); whereas
- **Emotion-based strategies** seek to cope with the situation on an internal level.

In most cases the victim will employ both strategies, either simultaneously or successively. If the perpetrator is exercising total power over the victim, she will primarily resort to an emotion-based strategy, since the prospects of bringing about a change in the situation must appear remote.

## **Counter-Attack**

If women are seriously afraid for their own safety or that of their children, they may resort to physical counter-attack. If the perpetrator is injured, though, they run the risk that he might bring charges. It is very seldom that women kill abusers. As American studies have shown, the killing of the abuser by the victim may be an indication that she received no effective support from outside. Since women's shelters were set up in the United States, the number of violent men killed by their victims has decreased, but not the number of women killed by violent men.

## **The Impact on Women of Sexual Violence in Marriage**

Experiencing sexual violence induces strong feelings of helplessness, impotence and exposure, and it leaves the victim traumatised. Marital rape results in particularly serious trauma, because it represents a drastic violation of the trust upon which an intimate relationship is founded. Unlike rape by an unknown person, marital rape usually occurs several times, often regularly and thus leads to chronic states of fear and depression and a massive loss of self-esteem. Here again, it is apparent that

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dealing with violence that one has experienced is a painful process which is further aggravated if the outside world attaches blame on the victim.

### **Violence as a Traumatic Experience**

Violence within the family is a traumatic experience that has serious consequences for the victim. The longer the violence goes on and the more vicious it is, the deeper the trauma. At worst it can become chronic trauma producing psychological damage which results in the loss of the sense of identity.

#### **Here are criteria for defining trauma:**

- The person has undergone or witnessed an event involving the killing or threatened killing of another person, injury or threatened injury to herself / himself or to another person;
- The person's reaction was marked by intense fear, helplessness or horror;
- The person is exposed to exceptional psychological or physical stress factors for a short or longer period of time.

The fear of violence generally continues after separation and has a factual basis because abuse does not usually cease after the end of the relationship – it can go on for months or even years and get worse.

The victim may begin to show the symptoms of **Post Traumatic Stress Disorder (PTSD)**:

#### **1. Reliving the trauma as:**

- recurrent, agonising memories of the experience
- recurrent, agonising dreams of the experience
- sudden feeling or behaviour as if the traumatic experience were being repeated (this includes fantasies, hallucinations, flashbacks or, with children, repeated games articulating aspects of the trauma)
- Intense psychological suffering when encountering events which resemble the traumatic experience or which bring it to mind (e.g. anniversaries).

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**2. Avoiding stimuli associated with the trauma** or a general apathy which has emerged since the event. This is indicated by the presence of at least three of the following symptoms:

- Constant care to avoid thoughts or feelings connected with the trauma
- Constant care to avoid activities and situations which revive memories of the trauma
- Inability to recall significant aspects of the trauma
- Noticeably less interest in certain activities, loss of skills (in children this might be the loss of recently acquired skills such as talking)
- Feeling of detachment or alienation from people
- Limited ability to get in touch with emotions
- Sense of a foreshortened future; thus a traumatised person does not expect to be successful, have children or live long etc.

**3. Persistent symptoms of increased excitability**

Indicated by the presence of at least two of the following symptoms:

- Difficulties in getting to sleep
- Irritability, outbursts of strong emotion
- Loss of concentration
- Over-alertness
- Pronounced startle response
- Psychological reactions to events recalling or standing for the trauma.

In cases of severe trauma, negative adjustment mechanisms develop:

- Inability to enjoy life
- Reduction of person-to-person relationships to a minimum
- Forgetting and repressing to the extent of denying that the violence ever occurred
- Auto-aggressive behaviour
- Feelings of aggression towards people and institutions which the victim feels let her/him down.

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Viewed against this background, the question of why women stay in abusive relationships takes on a new light. She is evidently more likely to stay than to seek a separation, which could be very difficult and dangerous. Thus, the question should really be: **How do some women manage to leave abusive relationships?**

Source: Logar, *unpublished manuscript*, Vienna 1999 (abridged and edited)

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## **Text 5 Perpetrator Motives and Strategies**

### **Triggers of Violence**

Most acts of violence against women are sparked off by conflicts relating to daily life:

- The man's proprietary behaviour
- Jealousy
- The man's wish to dominate and exercise power and control, combined with his "punishing" the woman
- Demands and expectations relating to the household and access to financial resources
- The education and upbringing of the children
- Sexual demands

### **Victim blaming**

This attitude, widespread in our society, is not by any means confined to violent men. It exonerates the perpetrator by putting the blame on the victim. Moreover, it serves to perpetuate the existing power relationship between men and women. Victim blaming creates a social climate in which violence against women is made to appear an understandable and commensurate response to the victim's behaviour. Women thus become victims in two senses: victims of violence, and victims of the accusation that they provoked this violence (she didn't cook for him, she wore a short miniskirt, she was unfaithful ...). The perpetrator is able to channel the blame for the violence away from himself and avoids having to bear any unpleasant consequences.

### **Violent Men's Claim to Power and Domination**

Violent men tend to be convinced of the supremacy of men as the only true structural principle in marital and family life. They are unable to cite plausible reasons for their outbursts of violence, claiming merely that their partners were given to nagging and

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finding fault. Violence is a means of silencing women with a view to asserting or restoring their power and authority.

### **The Context of Violence**

Researchers long neglected the context in which violence occurs. The British researchers Dobash and Dobash were the first study this aspect (and many other aspects) of the subject. By applying several indices they conducted a study of the entire context in which acts of violence occur, questioning both men and women. Dobash and Dobash established that there are wide divergences in the way in which the two genders perceive the forms, extent and frequency of violence in relationships. Only in the case of "mild" violence did their perceptions tally. With severe violence and serious injuries, on the other hand, there were huge discrepancies in the way they perceived events. The two researchers conclude that the reason lies in defence mechanisms which perpetrators evolve in order to exonerate themselves of responsibility and to protect their self-esteem, because they would otherwise be open to the charge of being "cowards" for using violence against a "weak" woman.

### **Perpetrator Profiles**

Criminological studies to date have focused primarily on crimes committed outside the family. Perpetrator profiles relating to violence within the family are therefore few and far between. Most of the work that has been done concerns sexual violence and rape, albeit perpetrated not by family members but by outsiders.

It would seem that men who abuse their partners are to a marked degree dependent on them (Okun, 1986 in: Godenzi, 1994). They do not admit to this dependence and may not be aware of it. It is articulated in behaviour which seeks to control the partner and thus increasingly to restrict her freedom. American researcher Lenore Walker terms this behaviour "social battering" (Walker, 1979). Controlling the woman gives the perpetrator a feeling of power, which helps him to cover up his sense

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of insecurity and dependence. By the terms of his own logic, the woman is solely to blame for the violence: if she had behaved "properly", it would not have been "necessary".

In working to prevent violence and more particularly in seeking to help victims leave abusive relationships, it is important to develop criteria for assessing the dangerousness of situations and for identifying especially dangerous perpetrators in the household. Most of the studies on this subject derive from practical work in the field. They include the perpetrator profiles drawn up by the American Fernando Mederos. The following points are based on his work (Mederos, 1995).

## **PROFILES OF VERY DANGEROUS PERPETRATORS**

Mederos has established the following profiles as indications that the perpetrator is especially dangerous. There are, of course, other profiles as well as hybrid types – the following classification in three profiles is intended to simplify understanding:

### **The possessive, jealous perpetrator**

- Will not tolerate any separation from his partner
- (Pathologically) jealous
- Tendency to make irrational accusations
- Tendency to exercise total control and surveillance
- Threatens to murder his partner (and children) or commit suicide
- Upholds threats even after separation

### **The sadist perpetrator**

- Obsessed with power and revenge
- Strange and neurotic personality
- Profound contempt for women as people
- Indulges in especially cruel forms of violence (similar to torture)
- His acts of violence frequently result in severe injuries and psychological damage
- Abuse often occurs without warning and without any perceptible trigger

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- Danger of sexual abuse of children
  - Danger of acts of retaliation or revenge
  - Generally has no police record and is a respected member of the community

### **The extremely dangerous perpetrator**

- Extremely high predisposition to violence
- Very sensitive to questioning of or challenges to his masculinity
- Feels obliged constantly to assert himself
- Usually has a police record (related offences like assault and battery)
- Is especially dangerous if his victim puts up resistance
- Is extremely belligerent, notably with figures of authority

He may become violent if he feels provoked or attacked. It is of the utmost importance to show this type of perpetrator where the limits are and to impose sanctions on acts of violence and intimidation. It is necessary to provide protection for the victim and the social environment (e.g. police protection at court proceedings).

### **CRITERIA FOR ASSESSING DANGEROUSNESS**

In assessing the dangerousness of a perpetrator, seven areas need to be closely examined and documented:

- Drug abuse
- Use of firearms or martial arts
- Record of violent crimes and violation of legal prescriptions
- Record of violence against partners
- Possessiveness / jealousy
- Threatening behaviour
- Type of trigger behind violent behaviour

Source: Logar, *unpublished manuscript*, Vienna 1999

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## Text 6 The Personality Structure of Violent Men

### Childhood

The study by Fröschl and Löw on the childhood of male perpetrators of violence identifies two main complexes: the **absence of a father figure to look up to**, and an **extreme patriarchal family structure**.

In the former instance (absence of a father figure) the father was either not or hardly ever present, or he was violent. Where the father was physically absent, the development of a male identity has to a very high degree been moulded by extraneous role models and expectations. The increasing isolation of families in modern society has been an obstacle to the influence of other male "psychological parents", giving rise to an insecurity in the male identity. This factor must also be seen in connection with the social environment, which imposes norms of masculinity and reacts disparagingly to the appearance of "feminine" characteristics in boys. In the absence of a "real live man" to serve as a role model, then, the gap has to be filled by supposedly masculine patterns of behaviour – a symbolic self-supplementation as described in the theory developed by Wicklund / Gollwitzer (1985). There is a corresponding need to reject and combat perceived "feminine" elements.

Violent fathers also prevent their sons from growing up with a male role model to look up to. What the child learns is that violence against women and children belongs to the male identity. The child's emotional bonds – especially when the father is violent – focus on the mother, and in these circumstances severing the bonds with the mother can often be difficult. In analytical terms this might be seen as the source of hatred and aggression against women. Here again, we must view the problem in the context of the role models and their intrinsic values. As Schmidbauer (1990) points out, even the normal degree of a child's dependence on the mother means for a boy being at the mercy of a power which should not by rights be felt as a power. This is a common conflict for male children in a patriarchal society. Where the father is violent,

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the boy's emotional bonds with a mother who is drastically degraded by the father are bound to result in strong conflicts as the identity develops. A sense of male identity will inevitably be bound up with degradation and rejection of everything feminine.

The situation is very different with perpetrators who grow up in a highly patriarchal family. They have fathers, and these are a strong presence, if not emotionally then as an authority. In such families the father is never criticised. It cannot be a coincidence that the term "force of authority" comes close to the concept of violence. Even if the child does not witness violence being committed against the mother, her unquestioning subordination is an integral feature of the system.

The child's world is moulded by a rigid hierarchical structure and by functional relationships, which leaves little room for emotions and individuality. The growing boy's dependence is determined by his uncritical adoption of values and norms, without which his identity is threatened.

This explains why such men have extremely rigid personalities and tolerate no divergence from the values which they have embraced. Generally speaking they have drawn up a clear-cut plan for their lives, and the woman they marry is required to adjust completely to it.

## **Contexts of Violence against Women**

### **Abuse in the context of jealousy and fear**

Here it is excessive jealousy and proprietary attitudes which induce men to impose various kinds of restrictions on women's freedom and to threaten them, and at a later stage to commit acts of violence against them (acts which, as they tend to explain it afterwards, "happen"). Such men always insist on the women being close to them when they want them.

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### **The context of "the woman's plans to leave"**

This may – but does not have to be – a result of the above. A typical feature of this context is the rapid escalation of violence. A Canadian study concludes that during the process of separation or divorce the risk of the woman being murdered by her husband is five times higher than at other times (Crawford / Gartner 1992).

### **The context of every-day conflicts**

In this context the abuse serves the purpose of establishing or maintaining a way of life which the man wants. Usually the violence is continuous. The analogy with hitting children "for educational purposes" is evident.

### **Abuse as a compensation for the man's own weaknesses**

Men whose personal incompetence in dealing with their own lives and whose social incompetence assigns them to the category of "losers" may try to uphold some semblance of power at least in their private lives and to cover up their dependence by resorting to violence. Thus violence is not confined to situations in which the woman is economically dependent but can also occur in the inverse situation. Here physical violence generally goes hand in hand with disparagement of the woman and restrictions on her freedom.

### **Men with a violent predisposition**

Such men are of course not only violent outside the home but also to their wives. However, the converse is not true: not every man who abuses his wife is indiscriminately violent. In fact, violence against women is only seldom combined with indiscriminate violence.

What all of these contexts have in common is that violence serves to establish or maintain power and control. Violent men are authoritarian but also to some extent slaves of authority.

Source: Fröschl / Löw, *Gegen Gewalt an Frauen handeln*, Vienna 1995

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## Text 7 Acting against Male Violence

International studies have concluded that it is primarily publicising acts of violence and involving the police and courts which deters men from continuing to commit acts of violence. Figures who enjoy high social standing and influence – like doctors, judges and police officers – are in a stronger position to halt violence if they act with competence and make use of the powers invested in them.

### Recommendations on working with violent men

As a police officer, judge, lawyer, counsellor, doctor or therapist, you will repeatedly encounter violent men. In all circumstances your first step should always be to verify that the woman and children are receiving the necessary support and protection.

**Only if you explicitly reject violence will you be able to work effectively with perpetrators.** A male counsellor, police officer, doctor etc. can serve as an important non-violent role model.

It is invariably necessary to discuss your work with a violent man in a team, with colleagues or in the context of a supervision.

The objectives of your work with a violent man are: to halt the violence, to get the man to assume responsibility for his actions, and to generate empathy for the woman.

**If in the course of your professional work you speak to a man who has committed acts of violence against his partner,**

- Never use **terminology which plays down the seriousness of the violence** (such as "argument" or "conflict") but on the contrary stress the gravity of what has happened;

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- **Counter all attempts at self-justification:** the perpetrator will try to divert attention away from his actions and point to alleged problems (e.g. jealousy, his wife's untidiness);
  - Point out to the man **the legal consequences** of his actions and explain the damage which his violence inflicts on the psychological and physical health of his wife and children. If he himself was abused as a child or witnessed abuse at home, get him to recall his own feelings at the time;
  - Always consider **the safety of the wife and children**. If the wife has already left her husband, respect her decision however the man appears to have "turned over a new leaf" and to show remorse. The wife's trust may have been so completely destroyed by protracted violence that even a genuine change of heart on the part of her husband is too late. In this case work with the man towards getting him to accept his wife's decision;
  - Do not assign greater importance to the man's right to a confidential conversation with his wife than to the victims' right to safety. **If you consider the victims to be at risk, it is necessary to warn the wife and to alert the police.**

**If you spend any length of time working with violent men as a counsellor or therapist, bear the following in mind:**

- Help the man to draw up a "**safety plan**". Every violent man can detect the signs before an outbreak of violence. When he does so, he should get out of the situation or go away.
- **Reconstruct the violence:** work with the man on reconstructing the history of his violence, paying particular attention to the type and extent of the violence. Remember that every study of violent men shows that they invariably attempt drastically to play down both the frequency and the gravity of their acts of violence.

If the man talks about his violence at all, then he will describe it in the vaguest terms: "Then it happened ..." or "We had an argument ...". At this point it would be important to ask questions which make the man look at his own actions. This is done far too seldom, because the man will make it clear he does not want to talk about his violence.

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If the conversation is gauged too closely to "the man's needs", it will be impossible to address aspects which he is reluctant to discuss.

However, **the man will never be induced to assume responsibility for his actions unless he is made to talk about violence.** Ask him straight out: "How many times did you hit your wife, and how did you hit her?" "What did you feel?" "How did your wife react?" "What effect did the beating have – did you injure her?" and so on.

One of the most difficult aspects of this work is to find a balance between treating the perpetrator sympathetically and cautiously and confronting him persistently with his actions. The guideline might be: "**Condemn the act but not the actor.**"

- **Get the perpetrator to recognise his own scope for control:** many men tend to portray their violence as an "involuntary act" which they were unable to control. Concentrate on the purpose of his violence, bearing in mind the question "What did this man stand to gain by his violence?". Talk to the man about this.
- Emphasise the **psychological forms of violence** such as humiliation, isolation, deprivation of money etc. provide the man with information on the consequences of these types of violence.
- Mistrust quick results. If after only one or two conversations the man claims that he is no longer violent, this will often signify that he is not prepared to work towards a genuine change and that he has agreed to undergo treatment merely as a formality. In such cases it is definitely inadvisable to try to persuade the woman to go back to him.
- As long as the man is still being violent, there is no point in going on to other topics such as communication or sexuality. Tell the man that such topics have to wait until the violence has stopped.

**How to tell if a violent man has changed:**

- He described his former actions as violence.
- He ceases to depict his former actions as having been provoked or as being justifiable.
- He is aware of the effect of his violence on his victim(s).

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- He is willing to accept that his partner will never regain her trust in him and that she wants to leave him, even if he has changed.
  - He is capable of seeking help to ensure that he will no longer commit acts of violence.

**If his wife has left him:**

- He accepts that his wife wants little or no contact with him and he does not harass or follow her.
- He meets his financial obligations, even if he does not himself want the separation.
- When he sees the children he does not try to set them against their mother.

**Only if all of the above criteria are met can you assume that the violence has halted. Mere assurances on the man's part are never a sufficient basis for making this assumption.**

Source: Federal Chancellery and Federal Ministry of Women's Affairs, *Gegen Gewalt an Frauen handeln, [information folder]*, Chapter 16, Vienna 1994, quoted in: Fröschl / Löw, *Österreichisches Grundkonzept*, Vienna 1996

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## **Text 8 The Process of Seeking Help and the Social Context of Violence**

Many abused women live in isolation, which is deliberately contrived by the perpetrator. Nevertheless, they seek help when they have the feeling that they can no longer handle the situation by themselves. Generally the process of seeking help progresses in widening circles. The first people they speak to will usually be relatives or friends or possibly neighbours. In most cases these people will expect the victim to leave her husband or even tell her she should, although she is not yet ready for such a drastic move. It is only when the support provided by the immediate social environment proves inadequate or when the situation escalates dangerously that the victim gets in touch with women's support services or the police. It is important to remember that "going public" with a problem like this is a difficult step to take.

If the staff of support services are to be able to provide the right kind of help, they must be aware of the above chain of events. Drawing up crisis and safety plans requires a knowledge of the forms and strategies of violence. Support service staff who do not have this knowledge cannot bring up the subject of violence themselves. On the other hand, it is extremely difficult for the victims to take the first step; they remain silent out of fear and a sense of shame, but also out of concern not to shock. They have the feeling that their experiences are too horrific to burden someone else with. Helpers must therefore be able to get the message across that they know about it, and they must be capable of talking about and explicitly naming any form of violence – even its most brutal manifestation. If they do not do so, there is a danger that the violence will remain undetected – despite the presence of even massive symptoms – and thus "untreated".

For a sample Safety Plan, please consult Handout 20.

Source: Logar, *unpublished manuscript*, Vienna 1999

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## **Text 9 Quality Standards for Women's Shelters**

### **International Recommendations**

A recommendation drawn up in 1987 by the European Parliament's Committee on Women's Rights and Equal Opportunities says that one shelter place should be available per 10,000 of the population. However, a group of experts who published an action plan on combating violence against women (1997) under the auspices of the Council of Europe estimated that one shelter place was required per 7,500 of the population.

#### **THE GUIDING PRINCIPLES OF THE AUTONOMOUS WOMEN'S SHELTERS**

- Prompt and non-bureaucratic help
- Wherever possible curtailing cumbersome formalities, applications for official appointments etc.
- Anonymity
- Women's shelters pledge not to disclose confidential information
- No data are passed on without the consent of the person concerned – not even to the authorities
- Partisan support
- The shelter workers are on the threatened / abused woman's side, represent her interests in official matters and help her to assert her rights
- Women help women
- Shelters are run by women and offer counselling and support for women by women. As a rule men are not allowed access to shelters
- Help for self-help

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- The assistance provided does not take the form of "administration" but of help in addressing the woman's own needs and interests and in determining their own lives independently of their partners
  - Women's shelters are run by private, non-profit and non-party women's associations. This helps to reduce victims' reluctance to establish contact, and it safeguards their anonymity
  - A feminist approach that is sensitive to women's issues
  - Women's shelters endeavour to draw attention to the structural violence which permeates all areas of society and which arises from inequality of influence, discrimination, social handicaps and the exploitation of women and children.

Source: Austrian Women's Shelter Network, *Quality Survey*, Vienna 2000

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## **III. VOCATION-SPECIFIC MODULES**

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# **TRAINING FOR LAW ENFORCEMENT PROFESSIONALS**

## **PRACTICAL**

### **Introduction**

**Topic A** Stockholm Syndrome

**Topic B** Assessing Dangerousness

**Topic C** Interviewing Victims

**Topic D** Professional and Victim-Oriented Police Intervention

**Topic E** Legal Basis and Guidelines for Police Intervention

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# **TRAINING FOR LAW ENFORCEMENT PROFESSIONALS**

## **Introduction**

The police force is a key factor in combating violence against women. The police are responsible for safeguarding the protection and safety of the populace as a whole and for halting violence in both public and private contexts. In many European countries, however, victims of violence still have to contend with the problem that the police tend to treat domestic violence as a "private matter" and do not intervene effectively – if at all – on behalf of the victims. In the experience of women's support organisations, there is also the major problem that in practically every country the police force continues to be a male-dominated institution, so that its response to violence against women tends to be moulded by a lack of understanding or by such preconceptions as "she must have provoked him" or "she has only herself to blame".

The training and sensitisation of the police in dealing with victims of violence is therefore an important element in endeavours to prevent violence. This point has also been formulated in international recommendations such as those approved by the EU Conference "Police Combating Violence against Women", Baden near Vienna, December 1998. Victims will be reluctant to report acts of violence or to seek protection and assistance unless they feel that they can trust the police.

The legal basis and regulations governing police intervention in cases of violence against women vary widely from one European country to another. The present training programme does not afford the scope to deal with the conditions pertaining in each country individually. However, it would be essential for a training programme also to cover the legal basis and regulations pertaining in the country concerned. For this aspect of the programme, then, it is important to work together with trainers from the police force on a team training basis to ensure that the instruction material comes across correctly.

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In some countries written guidelines for police intervention are available in published form. In Austria new legislation on the protection of victims of domestic violence came into force in 1997; it empowers police officers to remove a perpetrator from the dwelling immediately. We recommend incorporating good practice models of this kind in training courses and joint programmes with the force police and developing similar guidelines and action plans based on national legislation.

In implementing training programmes for the police a top-down approach should be adopted. This means first establishing contact with the directors of the police departments involved and with the people responsible for police training. The aim is to make training courses on dealing with violence against women a permanent feature of police training and further training curricula – as has been the case in Austria and some other countries for several years now.

A basic training course for the police should last for at least two days, the first day's instruction covering the principal aspects of the basic training module.

The schedule for the second day covers topics which relate specifically to police work. Some of these topics are touched on in the basic module, such as the Stockholm syndrome or risk assessment. On the second day they are dealt with in the light of the specific circumstances of police work.

The following list details the main topics and exercises dealt with in this section:

**Topic A** Stockholm Syndrome

**Topic B** Assessing Dangerousness

**Topic C** Interviewing Victims

**Topic D** Professional and Victim-Oriented Police Intervention

**Topic E** Legal Basis and Guidelines for Police Intervention

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## **Topic A    Stockholm Syndrome**

### **Introduction**

The purpose of this section is to investigate in depth why it is that abused women can find it difficult and hazardous to leave a violent partner. The exercise is suitable not only for police officers but also for state prosecutors, judges and other professionals. The object is for the participants to think and feel their way into the victim's situation and thus better to understand the victim's reactions and plight. For example, it is necessary to understand why victims can be unco-operative towards the police and the judicial authorities and appear reluctant to seek help. Research has shown that people exposed to a violent situation may cling to a survival strategy which entails identifying with the perpetrator. This psychological phenomenon was observed, for instance, in the hostages taken during a bank robbery in Stockholm – hence its designation as “Stockholm syndrome”. In certain circumstances it can occur in victims of domestic violence.

### **Aims**

- The participants should think and feel their way into the predicament of hostages or of victims of violence and thus come better to understand their plight, actions and reactions.
- They should come to appreciate the circumstances in which the Stockholm syndrome can occur and its impact on support systems.

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## **EXERCISE 1: Bank robbery**

**In brief:** Work in pairs helps the participants to understand the Stockholm syndrome.

**Method:** Work in pairs, discussion, Handout “Stockholm syndrome”, theory: Basic Module, Text 4

**Teaching aids:** Flip chart, felt pens

**Time:** 50 minutes (10 minutes’ work in pairs, 40 minutes’ discussion and theory)

### **Ground to cover:**

The Trainers ask the participants to picture to themselves the following situation:

You’ve gone to the bank to withdraw money from your account because you’re going away on holiday tomorrow. You have your three-year-old daughter with you. Suddenly two gangsters, both masked and armed, appear in the bank and shout: “Everybody lie down!” They order the teller behind the counter to hand over money. One gangster points his revolver at the teller, the other at the bank customers lying on the floor. Then police sirens start wailing in the street outside. The gangsters are trapped in the bank. They decide to fight it out and take everybody in the bank hostage.

After describing the situation, the Trainer asks the participants to form into pairs and to spend ten minutes discussing the following questions:

1. How would I handle this situation? What would my feelings be? (emotional level)
2. What thoughts would go through my mind, and what courses of action would I consider? (cognitive level)
3. What would I do? (active level)

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Then the participants report to the group as a whole on their pair work. The Trainer writes the results on the flip chart, arranged according to the three levels.

Finally the Trainer asks the group as a whole to discuss how they – as hostages – would have wanted the police to act and what would have given them a greater sense of security.

**Note for the Trainer:**

After this exercise the Trainer distributes the Handout “Stockholm Syndrome”, explains its contents and points to the links with domestic violence. It would be important also to discuss with the group what victims in a situation of this kind need to enable them to seek and accept help.

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## **Topic B Assessing Dangerousness**

### **Introduction**

The purposes of this section are: to enhance awareness among law enforcement professionals (but also professionals in the judicial and other related fields, for whom the following exercise is suitable) of the danger which perpetrators of violence pose; and to study and identify criteria by which the degree of dangerousness can be assessed. This is especially important in connection with the question whether perpetrators should be detained by the police. The objective of both lines of inquiry is to ensure that acts of violence are treated with the due seriousness, that they are dealt with in a professional manner, and that, in this way, acts of grievous violence – most notably murder – can be prevented. Generally speaking, serious acts of violence don't come "out of the blue"; they are often preceded by indications of their imminence, and in many cases the perpetrators even state their intentions beforehand. A specially high-risk time is the period of separation, during which the most serious acts of violence tend to be committed. It is therefore very important to be aware of the signals that indicate a heightened risk of violence.

### **Aims**

To enhance awareness of indications pointing to a higher risk of violence.

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## **EXERCISE 1: Assessing Dangerousness**

**Method:** Case history, group work, discussion, Handout "Assessing Dangerousness", theory of the dangerousness of violent men, Text 5

**Teaching aid:** Flip chart

**Time:** 60 minutes

### **Ground to cover:**

The Trainer prepares a real life case history. It illustrates the situation and the action of a particularly dangerous perpetrator of violence.

The Trainer then asks the participants to form small groups to discuss the case history and to answer the following questions:

1. How dangerous do I think this perpetrator is?
2. Which criteria do I use in assessing his dangerousness, and how do I arrive at these criteria?

The Trainer then writes the answers on the flip chart and initiates a general discussion. Finally, she distributes the Handout "Criteria for Assessing Dangerousness" and compares its contents with the answers given by the groups.

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## **Topic C    Interviewing Victims**

### **Introduction**

In most countries acts of violence against women are punishable offences, even when they occur within the context of the family. This does not, however, mean that every state actually charges and prosecutes the perpetrator. This puts pressure on the victims, because it means that they have to seize the initiative and themselves bring charges against the perpetrator, on whom they are in many cases dependent. The state should also charge and prosecute perpetrators for acts of violence within the family.

The principle that it is incumbent on the state and not on the survivor to initiate proceedings against the perpetrator has been enshrined in numerous international documents. The United Nations Commission on Crime Prevention and Criminal Justice has developed model strategies which have been endorsed by the General Assembly. The Resolution states:

The primary responsibility for initiating prosecutions lies with the prosecution authorities and does not rest with women subjected to violence. (United Nations 1997, Resolution 52 / 86, Section II, Criminal Procedure).

For victims of violence, bringing charges and undergoing police interrogation are situations of extreme emotional stress. It is therefore essential that police officers receive special training for these aspects of their work.

### **Aims**

The purpose of this section is to sensitise police officers to the plight of victims and to develop and practise the necessary skills for questioning the victims in a manner appropriate to their situation. This section also provides information on the necessary elements in the questioning of victims.

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## **EXERCISE 1 : How it feels to be the victim**

**In brief:** The aim of this exercise is to imagine and understand the situation of the victim during a simulated interrogation.

**Method:** Role game in small groups, discussion

**Teaching aid:** Flip chart

**Time:** 60-90 minutes

### **Ground to cover:**

The Trainer asks the participants to split up into groups of three.

### **Roles:**

- Battered woman
- Police officer
- Observer

### **Situation:**

A woman who has just been physically abused by her husband comes to the police station. She is injured. She says that she is afraid to go home.

The role game should last 15-20 minutes, after which the participants go back over it in a discussion, working through questions and considering the comments which the observer has written down.

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**Questions for consideration:**

*Questions for the victim:*

- How did you feel?
- Was it hard or easy to talk about your experiences?
- What helped you? What didn't help?
- What would you have wanted?

*Questions for the professional:*

- How did you feel?
- Was it hard or easy to listen?
- What did you observe about the woman?

Finally, the participants as a whole discuss the findings of the small groups.

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## **EXERCISE 2: Should I bring charges or not?**

**In brief:** The object of this exercise is to understand why victims of violence are often reluctant to bring charges.

**Method:** Brainstorming in two groups, discussion

**Teaching aids:** Flip chart, Handout "Understanding Victims' Reluctance to Testify"

**Time:** 60 minutes

**Ground to cover:** The Trainer asks the participants to divide into two groups and to discuss the following situation:

A woman has been physically abused and injured by her husband. She is considering bringing charges against him.

**Group 1** is against bringing charges, **Group 2** in favour.

The groups discuss the following questions:

**Group 1:**

- What are the reasons for not bringing charges?
- What obstacles are there to bringing charges?
- What prevents the woman from doing so?

**Group 2:**

- What are the reasons for bringing charges?
- What makes it easier for her to bring charges?
- What does the woman need to enable her to do so?

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Both groups write their findings on a flip chart and then present these to the others. Each group should try to convince the other of the rightness of its position and arguments.

**Note for the Trainer:**

This exercise sets out to convey the conflicting situation of the victim in experiential terms. However, it is equally important for the participants to understand that society and the state institutions are no less ambivalent than the victims. We too often find it just as difficult to decide which course of action would be better and what we should advise the woman to do. As with any other decision, the goal here is to consider the factors for and against each option.

The exercise can also be carried out in such a way that each group considers both sets of questions.

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### **EXERCISE 3: Interviewing a victim**

**In brief:** This exercise is designed to help the participants to develop and learn a manner of questioning victims of violence which is both professional and gauged to the victim's needs.

**Method:** Work in three groups, discussion

**Teaching aids:** Flip chart, Handout "Planning the Interview with a Victim; the Setting", Handout "Guidelines for Interviewing a Victim of Violence", Handout "Safety Planning"

**Time:** 90 minutes

**Ground to cover:** The Trainer asks the participants to split up into three groups. Each group deals with one of the following areas:

#### **GROUP 1: SETTING**

- What setting should be provided for an interview with a victim of violence?
- Imagine that you are a victim of violence and have gone to the police. What would you wish for?

#### **GROUP 2: THE INTERVIEW**

- How would you conduct the interview?
- What aspects would you cover in the interview?
- Which questions would you ask?
- What would you avoid talking about?

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### **GROUP 3: SAFETY PLANNING**

- How would you go about drawing up a safety plan with the victim?
- What elements should it contain?

The groups write their findings on a flip chart.

Then each group presents its findings to the others.

### **Note for the Trainer:**

The Trainer supplements the groups' findings by reference to the handouts, which she distributes.

---

## **Topic D Professional and Victim-Oriented Police Intervention**

### **Introduction**

This section deals with police intervention in cases of domestic violence.

### **Aims**

To simulate a police intervention and review the insights gained.

### **EXERCISE 1: Role Game: Police Intervention**

**In brief:** Simulation of a police intervention to deal with an occurrence of domestic violence. This exercise should only be carried out in conjunction with a trainer from the law enforcement field.

**Method:** Role game, discussion, Handout "Guidelines for Police Intervention"

**Teaching aid:** Flip chart

**Time:** 90 minutes (role game planning: 10 minutes, actual game: 20 minutes, review and guidelines: 60 minutes)

**Ground to cover:** The Trainers introduce the role game "Intervention in a case of domestic violence". They distribute the relevant handout, read out the supposed situation and then assign the roles. This can also be done on a random basis, by drawing lots.

---

The role game is followed by the review process, based on the following questions in the sequence as given below:

**1) Mrs B:**

- How did I react? How did I feel?
- What impact did the police intervention have on me? Did it leave me feeling safer? If so, on what grounds? If not, why not?
- What would I have needed that the intervention failed to provide?

**2) Son:**

- How did I react? How did I feel?
- What impact did the police intervention have on me?
- What would I have needed that the intervention failed to provide?

**3) Mr B:**

- How did I react? How did I feel?
- What impact did the police intervention have on me? Was it effective in deterring me from further acts of violence? If so, how? If not, why not?
- What would I have needed that the intervention failed to provide?
- What else should have been done to stop me being violent?

**4) Police officers:**

- How did we react? How did we feel?
- What did we do to safeguard our own safety?
- What assessment would I give of our intervention? Were the guidelines for our actions clear to me? What was clear? What was unclear?
- What else could we have done?

The Trainers write the findings on the flip chart.

---

### **Note for the Trainer:**

IMPORTANT: A Police Trainer must be involved in this exercise. The guidelines on police intervention specifically applicable to the country or city concerned should be written out for the participants in the form of a handout (the handout provided here is too general to serve as practical guidelines).

### **The Police Trainer should deal with the following aspects:**

1. Questions relating to the police officers' own security during interventions
2. The legal basis for police interventions
3. Operational guidelines

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## **Topic E      Legal Basis and Guidelines for Police Intervention**

**Method:** A lecture on the applicable legal provisions. Wherever possible, a Police Trainer should hold this lecture.

**It should cover the following aspects:**

1. Applicable criminal law
2. Measures provided for under criminal law to afford protection from violence
3. Measures provided for under civil law to afford protection from violence
4. The legal basis for police intervention
5. Guidelines for police intervention
6. The rights of the victim

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# TRAINING FOR JUDICIAL PROFESSIONALS

## PRACTICAL

### Introduction

**Topic A** The Psychological Situation of a Victim of Domestic Violence – Stockholm Syndrome

**Topic B** Strategies of Perpetrators of Domestic Violence

**Topic C** Assessing Dangerousness

**Topic D** Victim / Witness Testimony in Court

**Topic E** The Victim in the Civil Court

**Topic F** The Victim in the Criminal Court

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# TRAINING FOR JUDICIAL PROFESSIONALS

## Introduction

It is in society's essential interest that the judicial system responds to acts of violence. Several international studies have shown that a mix of objective and subjective perceptions, practical experience and personal preconceptions influence the decisions made by the judicial system (cf. Egger et al., 1995).

It is a safe assumption – corroborated by the statements of abused women – that a woman's decision whether or not to trust the legal system is significantly influenced by the attitudes of the judicial professionals involved. The State Prosecutor and the Criminal Court are both key factors in the outcome of criminal proceedings.

The State Prosecutor's Office decides whether an act of violence is prosecuted or not. Studies and the experience of victims show that, even at this level, the age-old view lives on that acts of violence within the family are a private matter and at best should be dealt with as a social or psychic problem.

The following list details the main topics and exercises dealt with in this section:

- Topic A** The Psychological Situation of a Victim of Domestic Violence – Stockholm Syndrome
- Topic B** Strategies of Perpetrators of Domestic Violence
- Topic C** Assessing Dangerousness
- Topic D** Victim / Witness Testimony in Court
- Topic E** The Victim in the Civil Court
- Topic F** The Victim in the Criminal Court

---

## **Topic A The Psychological Situation of a Victim of Domestic Violence - Stockholm Syndrome**

### **Introduction**

The purpose of this section is to investigate in depth why it is that abused women can find it difficult and hazardous to leave a violent partner. The exercise is suitable not only for police officers but also for state prosecutors, judges and other professionals. The object is for the participants to think and feel their way into the victim's situation and thus better to understand the victim's reactions and plight. For example, it is necessary to understand why victims can be unco-operative towards the police and the judicial authorities and appear reluctant to seek help. Research has shown that people exposed to a violent situation may cling to a survival strategy which entails identifying with the perpetrator. This psychological phenomenon was observed, for instance, in the hostages taken during a bank robbery in Stockholm – hence its designation as “Stockholm syndrome”. In certain circumstances it can occur in victims of domestic violence.

### **Aims**

- The participants should think and feel their way into the predicament of hostages or of victims of violence and thus come better to understand their plight, actions and reactions.
- They should come to appreciate the circumstances in which the Stockholm syndrome can occur and its impact on support systems.

---

## **EXERCISE 1: Bank robbery**

**In brief:** Work in pairs helps the participants to understand the Stockholm syndrome.

**Method:** Work in pairs, discussion, Handout “Stockholm syndrome”, theory: Basic Module, Text 4

**Teaching aids:** Flip chart, felt pens

**Time:** 50 minutes (10 minutes’ work in pairs, 40 minutes’ discussion and theory)

### **Ground to cover:**

The Trainers ask the participants to picture to themselves the following situation:

You’ve gone to the bank to withdraw money from your account because you’re going away on holiday tomorrow. You have your three-year-old daughter with you. Suddenly two gangsters, both masked and armed, appear in the bank and shout: “Everybody lie down!” They order the teller behind the counter to hand over money. One gangster points his revolver at the teller, the other at the bank customers lying on the floor. Then police sirens start wailing in the street outside. The gangsters are trapped in the bank. They decide to fight it out and take everybody in the bank hostage.

After describing the situation, the Trainer asks the participants to form into pairs and to spend ten minutes discussing the following questions:

4. How would I handle this situation? What would my feelings be? (emotional level)
5. What thoughts would go through my mind, and what courses of action would I consider? (cognitive level)
6. What would I do? (active level)

---

Then the participants report to the group as a whole on their pair work. The Trainer writes the results on the flip chart, arranged according to the three levels.

Finally the Trainer asks the group as a whole to discuss how they – as hostages – would have wanted the police to act and what would have given them a greater sense of security.

**Note for the Trainer:**

After this exercise the Trainer distributes the Handout “Stockholm Syndrome”, explains its contents and points to the links with domestic violence. It would be important also to discuss with the group what victims in a situation of this kind need to enable them to seek and accept help.

---

## **Topic B: Strategies of Perpetrators of Domestic Violence**

### **Introduction**

Perpetrators of violence try again and again to play down the importance of what they have done or to find out ways of avoiding the consequences and sanctions entailed. The simplest methods are to put pressure on the victim and/or to manipulate the institutions dealing with the problem. It is therefore important to make the professionals involved aware of perpetrator strategies and encourage them to develop counter-strategies in order to avoid being influenced or even used by perpetrators. This would strengthen the perpetrator's position and weaken that of the victim as well as putting her at a higher risk.

### **Aims**

To raise awareness of perpetrator strategies and to develop counter-strategies.

---

## **EXERCISE 1: Perpetrator Strategies**

**In brief:** Raise awareness of strategies which perpetrators adopt within the family in order to avoid bearing the consequences for their actions.

**Method:** Exercise in small groups of 3 – 4 persons

**Teaching aid:** Flip chart, felt pens, Handout G Perpetrator psychology and strategies

**Time:** 20 – 25 minutes (group work), in total at least 60 minutes

### **Ground to cover:**

The participants are asked to form small groups to discuss the following questions:

1. In my experience, which strategies do perpetrators adopt in order to avoid the consequences of their actions and to justify them?
2. How do I deal with these strategies, and which counter-strategies do I use?

The results should be collected, discussed and written down so that they can be presented after the group work is over.

### **Note for the Trainer:**

The results put forward by the participants should be supplemented by the Trainer, who can use the Handout “Perpetrator Psychology and Strategies”, distributing it to the participants.

---

## **Topic C: Assessing Dangerousness**

### **Introduction**

The purposes of this section are: to enhance awareness among law enforcement professionals (but also professionals in the judicial and other related fields, for whom the following exercise is suitable) of the danger which perpetrators of violence pose; and to study and identify criteria by which the degree of dangerousness can be assessed. This is especially important in connection with the question whether perpetrators should be detained by the police. The objective of both lines of inquiry is to ensure that acts of violence are treated with the due seriousness, that they are dealt with in a professional manner, and that, in this way, acts of grievous violence – most notably murder – can be prevented. Generally speaking, serious acts of violence don't come "out of the blue"; they are often preceded by indications of their imminence, and in many cases the perpetrators even state their intentions beforehand. A specially high-risk time is the period of separation, during which the most serious acts of violence tend to be committed. It is therefore very important to be aware of the signals that indicate a heightened risk of violence.

### **Aims**

To enhance awareness of indications pointing to a higher risk of violence.

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## **EXERCISE 1: Assessing Dangerousness**

**Method:** Case history, group work, discussion

**Teaching aid:** Flip chart, Handout B “Assessing Dangerousness”, theory Text 5

**Time:** 60 minutes

### **Ground to cover:**

The Trainer prepares a real-life case history. It illustrates the situation and the action of a particularly dangerous perpetrator of violence.

The Trainer then asks the participants to form small groups to discuss the case history and to answer the following questions:

3. How dangerous do I think this perpetrator is?
4. Which criteria do I use in assessing his dangerousness, and how do I arrive at these criteria?

The Trainer then writes the answers on the flip chart and initiates a general discussion. Finally, she distributes the handout “Criteria for Assessing Dangerousness” and compares its contents with the answers given by the groups.

### **Note for the Trainer:**

It is important to use a real-life case history involving grievous bodily harm or even murder. At the end of the exercise the Trainer should then tell the participants how the case ended. This may seem harsh, but in preventing violence it is essential to avoid murders and severe injury as far as possible, and this means enabling the professionals concerned to assess the dangerousness of the situation even more accurately. The police and judiciary need to take the relevant criteria very seriously.

---

## **Topic D: Victim / Witness Testimony**

### **Introduction**

In most countries acts of violence against women are punishable offences, even when they occur within the context of the family. This does not, however, mean that every state actually charges and prosecutes the perpetrator. This puts pressure on the victims, because it means that they have to seize the initiative and themselves bring charges against the perpetrator, on whom they are in many cases dependent. The state should also charge and prosecute perpetrators for acts of violence within the family.

The principle that it is incumbent on the state and not on the survivor to initiate proceedings against the perpetrator has been enshrined in numerous international documents. The United Nations Commission on Crime Prevention and Criminal Justice has developed model strategies which have been endorsed by the General Assembly. The Resolution states:

The primary responsibility for initiating prosecutions lies with the prosecution authorities and does not rest with women subjected to violence. (United Nations 1997, Resolution 52 / 86, Section II, Criminal Procedure).

For victims of violence, bringing charges and undergoing police interrogation are situations of extreme emotional stress. It is therefore essential that police officers receive special training for these aspects of their work.

### **Aims**

The purpose of this section is to sensitise State Prosecutors and judges to the plight of victims and to develop and practise the necessary skills for questioning the victims in a manner appropriate to their situation. This section also provides information on the necessary elements in the questioning of victims.

---

## **EXERCISE 1 : How it Feels to Be the Victim**

**In brief:** The aim of this exercise is to imagine and understand the situation of the victim during a simulated interrogation.

**Method:** Role game in small groups, discussion

**Teaching aid:** Flip chart

**Time:** 60-90 minutes

**Ground to cover:** The trainer asks the participants to split up into groups of three.

**Roles:**

- Battered woman
- Examining judge / magistrate
- Observer

**Situation:**

Five weeks ago the woman was beaten by her husband so severely that she needed hospital treatment. The file on the case has been passed on to the criminal court, and the woman has been summonsed for interrogation by the examining judge / magistrate. She is not sure whether she wants to give testimony or not ...

The role game should last 15-20 minutes, after which the participants go back over it in a discussion, working through questions and considering the comments which the observer has written down.

**Questions for consideration:**

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*Questions for the victim:*

- How did you feel?
- Have you decided to give testimony?
- If so, what induced / encouraged you to do so?
- If not, what are the reasons?
- What would be necessary for you to decide to give testimony?

*Questions for the professional:*

- How did you feel?
- Was it hard or easy to listen?
- What did you observe about the woman?

Finally, the participants as a whole discuss the findings of the small groups.

---

## **EXERCISE 2: Should I bring charges or not?**

**In brief:** The object of this exercise is to understand why victims of violence are often reluctant to bring charges.

**Method:** Brainstorming in two groups, discussion

**Teaching aids:** Flip chart, Handout “Understanding Victims’ Reluctance to Testify”

**Time:** 60 minutes

**Ground to cover:** The Trainer asks the participants to divide into two groups and to discuss the following situation:

A woman has been physically abused and injured by her husband. She is considering bringing charges against him.

A real-life case history can be used for this exercise. It will then serve as the basis for the work of the small groups.

**Group 1** is against bringing charges, **Group 2** in favour.

The groups discuss the following questions:

**Group 1:**

- What are the reasons for not bringing charges?
- What obstacles are there to bringing charges?
- What prevents the woman from doing so?

**Group 2:**

- What are the reasons for bringing charges?
- What makes it easier for her to bring charges?

- 
- What does the woman need to enable her to do so?

Both groups write their findings on a flip chart and then present these to the others. Each group should try to convince the other of the rightness of its position and arguments.

**Note for the Trainer:**

This exercise sets out to convey the conflicting situation of the victim in experiential terms. However, it is equally important for the participants to understand that society and the state institutions are no less ambivalent than the victims. We too often find it just as difficult to decide which course of action would be better and what we should advise the woman to do. As with any other decision, the goal here is to consider the factors for and against each option.

The exercise can also be carried out in such a way that each group considers both sets of questions.

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## **EXERCISE 3: Interviewing a Victim**

**In brief:** This exercise is designed to help the participants to develop and learn a manner of questioning victims of violence which is both professional and gauged to the victim's needs.

**Method:** Work in three groups, discussion.

**Teaching aids:** Flip chart, Handout D (Law Enforcement Professionals) Planning the Interview with a Victim - Setting, Handout E Guidelines for Interviewing a Victim of Violence, Handout F Safety Planning

**Time:** 90 minutes

**Ground to cover:** The Trainer asks the participants to split up into three groups. Each group deals with one of the following areas:

### **GROUP 1: SETTING**

- What setting should be provided for an interview with a victim of violence?
- Imagine that you are a victim of violence and have gone to court. What would you wish for?

### **GROUP 2: THE INTERVIEW**

- How would you conduct the interview?
- What aspects would you cover in the interview?
- Which questions would you ask?
- What would you avoid talking about?

### **GROUP 3: SAFETY PLANNING**

- How would you go about drawing up a safety plan with the victim?

- 
- What elements should it contain?

The groups write their findings on a flip chart.

Then each group presents its findings to the others.

**Note for the Trainer:**

The Trainer supplements the groups' findings by reference to the Handouts, which she distributes.

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## **Topic E: The Victim in the Civil Court**

### **Introduction**

In this section we will explore the scope for protecting victims of violence within civil law. We will also consider how victims may experience divorce proceedings and legal proceedings relating to custody of the children or visiting rights. As we have seen, leaving an abusive relationship is a difficult process and can be a particularly hazardous one. Violence always also affects the children. After a separation they may well themselves be at high risk, because the violence may spread to include them. There can be outbursts of violence during divorce or custody proceedings or during legally regulated visits. Legal proceedings often prompt violence (see the factors for assessing dangerousness). Thus, the protection and safety of the woman and children should always be the focus of attention in divorce and custody proceedings.

### **Aims**

- To raise awareness of the importance of civil law action to protect the victims of violence
- To raise awareness of the situation of victims during civil law proceedings dealing with divorce, custody or visiting rights.

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## **EXERCISE 1: Protection of Victims under Civil Law**

**In brief:** Raise awareness of the victims' need for protection under civil law

**Method:** Role game in groups of three, discussion

**Teaching aid:** Flip chart, felt pens

**Time:** 1 ½ hours, role game in small groups: 30 minutes

### **Ground to cover:**

The Trainer asks the participants to split up into groups of three and to act out the following situation:

You are a judge in a civil law court (dealing with family cases). A woman who has been physically abused by her husband for some time now comes to see you. She says she can't handle the situation any more and it is already having a serious impact on her two children. She asks you what legal steps she can take to ensure her own protection. What advice do you give the woman? What action do you take?

Roles:

- Abused woman
- Judge
- Observer

After the role game, the small group should go back over the situation, considering it in the light of the following questions:

Questions to the abused woman:

- How did I feel?

- 
- What advice / protection did I receive?
  - What helped me?
  - What did I find unhelpful / unpleasant?
  - Did I feel safer afterwards? If so, what enhanced my feeling of safety?
  - If not, what more would I have needed?

Questions to the judge:

- How did I feel?
- What advice did I give the woman? What action did I take?
- What did I find good? What did I find difficult?
- What was missing?

The observer leads the discussion, adding her/his own observations.

After this stage, the results are summarised and discussed by the participants as a whole.

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## **EXERCISE 2: Divorce Proceedings**

**In brief:** Raising awareness of the situation of victims of violence in divorce proceedings

**Method:** Work in small groups

**Teaching aid:** Flip chart, felt pens

**Time:** 1 ½ hours, group work: 30 minutes

### **Ground to cover:**

The Trainer asks the participants to split up into small groups and discuss the following questions:

Imagine that you are a judge at a civil court dealing with family cases. Mrs. B comes to see you because her husband has been physically abusing her for some time now. She wants to initiate divorce proceedings.

1. Which problems can occur in divorce proceedings when they involve an abusive relationship?
2. How should the divorce procedure be handled (from the initial application to the conclusion of the proceedings)?
3. What action can be taken to ensure the safety of the victim(s)?

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## **Topic F: The Victim in the Criminal Court**

### **Introduction**

Criminal court proceedings dealing with cases of domestic violence tend to be a great emotional strain – and often dangerous – for the victims, because events connected with the legal proceedings may trigger renewed acts of violence. To ensure the safety of the victims but also of those employed by the court, it is therefore important take steps to protect the victims and to meet the victims' emotional needs in the course of the proceedings. Such measures will also help to establish the facts of the case, because victims who feel understood and protected are more likely to give testimony. The purpose of this section is to pool insights and to put them into practise in determining the course of court proceedings.

The choice of which of the two units below to adapt should depend on the composition of the participants and their specific interests.

### **Aims**

To raise awareness of the situation of victims in criminal court proceedings.

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## **EXERCISE 1: Court Proceedings**

**In brief:** The aim of this exercise is to imagine the feelings of the victim and to experience the court proceedings from her point of view.

**Method:** Role game, discussion

**Teaching aids:** Flip chart, felt pens, Handout ?? Court Proceedings

**Time:** 1 ½ hours, role game including preparations approx. 25 minutes

### **Ground to cover:**

#### **Background to role game**

A trial at the criminal court. The defendant is Mr. B. He has beaten his wife (cut on her eyebrow, broken finger) and threatened to kill her. This is the first time he has appeared before a court. It is not, however, the first time he has beaten his wife.

Mrs. B sought refuge in a women's shelter, taking her children with her. They are currently resident in the shelter. Today the case is coming before the court.

#### **Roles**

- Mr. B
- Mr. B's lawyer
- Mrs. B
- Shelter worker, representative chosen by Mrs. B to accompany her
- State Prosecutor
- Judge
- Stenographer

#### **Observers**

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The other participants acts as observers.

**Basic rule**

Each participants acts in accordance with her/his perceived needs.

Those who have assumed a role have about 5 minutes to prepare.

**Note for the Trainer:**

After the role game the participants report how they felt in their roles. Only then do they discard their assumed identities. They can do this, for instance, by saying “I am no longer ... but myself.”

Questions to be discussed after the role game (beginning with the victim):

- How did I feel?
- What thoughts went through my head?
- What did I do?
- What was gratifying?
- What was unpleasant?
- What would I have needed which was lacking?

The Trainer writes the results on the flip-chart. Then the various viewpoints are compared. Finally, the participants jointly draw conclusions on what is important for victims during criminal court proceedings.

The Trainer can supplement the results and distribute the Handout ??  
Recommendations for Court Proceedings.

---

## **EXERCISE 2: Court Proceedings**

**Method:** Work in small groups (4-5 people), discussion

**Teaching aid:** Flip chart, felt pens, Handout

**Time:** 1 ½ hours, work in small groups approx. 25 minutes

### **Ground to cover:**

The Trainer asks the participants to imagine themselves in Mrs. B's situation. Her husband has beaten and injured her and threatened to kill her. He is now being tried.

**Questions** (to be written on the flip-chart):

- How does Mrs. B feel before and during the trial?
- What are her feelings? What thoughts go through her head? What does she do?
- What does Mrs. B need to help her get through the trial? What would she find helpful in this situation? What would not be helpful?
- How would you handle the court proceedings (from sending the summons to appear in court to the end of the trial)?

One participant writes the results on the flip-chart and later presents them.

### **Note for the Trainer:**

After the group work the results are presented and discussed. Then the Trainer can supplement the results and distribute the Handout "Recommendations for Court Proceedings".

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# **TRAINING FOR MEDICAL PROFESSIONALS**

## **PRACTICAL**

### **Introduction**

**Topic A** Identification of Violence

**Topic B** Trauma

**Topic C** Safety Planning

**Topic D** Report and Legal Consequences

**Topic E** How to Stay Supportive

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# MEDICAL PROFESSIONS

## Introduction

Domestic violence against women is a social problem, but it is also a health-related issue. In its report “Highlights on Women's Health in Europe” the World Health Organisation (WHO) concludes that violence against women is a grave health problem and that more action needs to be taken and intervention strategies developed to provide abused women with the help they need (WHO 1995).

Acts of violence cause both physical and psychic problems. The latter may occur long after the victim has separated from a violent partner. To minimise the health hazards and ensuing problems, it is important to detect the problem at the earliest possible stage and to offer the victim medical and psycho-social assistance.

One major obstacle to detecting the problem is the victims' reluctance to disclose the real cause of their injuries. A sense of shame, fear, and the persistent taboo that surrounds the issue can reduce the women concerned to silence. Medical professionals are often aware for a long time that a female patient is being physically abused and can observe the damaging results, but they still do not know how to deal with the situation.

### **Note for the trainer:**

Medical professionals will often accept only scientific knowledge, facts and scientific results. They have a firm hierarchy. So when you have both doctors and nurses, the nurses will be very quiet in the training. Medical professionals have difficulties in accepting that healing takes a long time and often tend to neglect the psychological effects.

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## **Target Groups for Further Training**

Potential target groups for further training in the medical field are:

- General practitioners
- Doctors in accident outpatients' departments and emergency admissions departments
- Nursing staff in accident outpatients' departments and emergency admissions departments
- Staff in gynaecological outpatients' departments
- Hospital social workers
- Staff at health insurance authorities and outpatients' departments
- Ambulance service personnel
- Municipal medical officers
- Home / mobile nursing staff
- Staff at health centres

## **Aims and Topics of Further Training for Medical Professionals**

The aim of the further training seminar is to convey information and skills in dealing appropriately with the problem. The training programme should be scheduled for two days and be structured thematically as follows:

### **General topics (1<sup>st</sup> day)**

1. Forms and patterns of violence
2. Situation of victims
3. Strategies of perpetrators
4. Danger assessment
5. Support services (shelter, counselling centres, intervention centres)

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### **Specific topics (2<sup>nd</sup> day)**

6. Identification of violence
7. Talking about trauma
8. Setting and safety
9. Reporting (legal situation)
10. Best practice intervention (summary of the seminar)

### **Note for the trainer:**

Doctors tend to want to do everything in one or two hours. But you have to be clear that you can cover very little material in one hour.

---

## Topic A Identifying Violence

Studies and experience show that many women who have been subjected to violence by their husband or partner do not say they have been physically abused even when they go to a hospital or a doctor. In many cases the doctor treating the woman does not ask carefully about the causes of her injuries or complaints. As a result, many women fail to receive the help and support which they need because the problem of abuse has not been detected.

### **Aims:**

- Recognising signals
- Understanding the signals of all forms of violence
- Setting / conditions for talking to the victim: questions
- Correct medical examination

### **EXERCISE 1: Asking about violence**

**In brief:** With the help of two typical cases, the participants practise speaking to a female patient in such a way as to ascertain whether the woman has been physically abused.

**Aims:** To detect the signs of violence and to conduct a conversation in the right way to gain the patient's confidence.

**Method:** Typical case, role game (conversation between doctor and patient)

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**Teaching aids:** Handout A

**Time:** 1.5 hours

**Ground to cover:** The participants form groups of three (doctor, patient, observer). On the basis of the typical case outlined in Handout A, the doctor seeks to find out about the patient's problem and her situation. The observer should take careful note especially of the verbal and non-verbal communication.

Question for the debriefing after the role game (Case A): How did it feel being confronted with a woman who does not want to talk?

**Note for the trainer:**

This exercise can be adapted for hospital staff (see Handout A/2).

Recommend that the doctors put up posters about violence against women to show the victims that you are aware of the problem. This makes it easier for the victim to speak.

Be familiar with the circumstances under which the professional has to work (e.g. in Turkey somebody can come into the surgery at any time, which causes problems in establishing confidence).

Source: adapted from Fröschl etc., *Fortbildungskonzept für medizinische Berufe*, Vienna 1996

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## **EXERCISE 2: Recognising violence**

**In brief:** Using overhead films / handouts, familiarise the participants with the appropriate way to deal with victims of violence and the timely recognition of the signs of violence.

**Aims:** The participants learn to recognise the signs of violence by remembering them and by asking the patient the appropriate questions.

**Method:** Presentation and discussion within the group.

**Teaching aids:** Overhead films for Handouts B - F

**Time:** 1 hour

Source: Sirkka Perttu

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## Topic B Trauma

### Introduction

Violence is a traumatic experience. It happens, however, that the psychic and psychosomatic symptoms resulting from violence are not recognised as such but are mistaken for psychic illnesses or disorders. Post-traumatic symptoms may not become evident until years after the violence itself.

### Aims:

- Recognising and understanding a victim's behaviour (reasons why she is destructive, angry etc., shock reactions)
- Conditions for supporting traumatised women
- Understanding the short and long-term impact of violence (Post-Traumatic Stress Disorder - PTSD)

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## **EXERCISE 1: Talking about Trauma and Healing**

**In brief:** Talk about the experience of violence as a trauma and the correct way to deal with it in the course of a group discussion, using Handouts E 1-3.

**Aim:** To understand the experience of violence as a traumatic experience and to use this understanding in one's approach to speaking to patients.

**Method:** Group discussion (also possible in small groups)

**Teaching aids:** Handouts E 1-3

**Time:** 1 hour

### **Ground to cover:**

The discussion should be based on the following questions:

- What are traumatic experiences?
- What impact do they have? What may be the short and long-term symptoms?
- What are the needs of people who have been through traumatic experiences?
- What should be avoided?

### **Note for the Trainer:**

You should avoid making frequent reference to PTSD symptoms because then medical professionals tend to see abused women as psychiatric patients (PTSD is a medical diagnosis!).

Trauma reactions of abused women differ from general PTSD symptoms (handouts!). Discuss how the professional should deal with the different behaviour.

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Ask the professionals how they have dealt with these women hitherto. Give them examples how to treat the victims appropriately (use Handout E 1).

Source: Sirkka Perttu

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## **Topic C Safety Planning**

### **Introduction**

Safety Planning was dealt with as a separate topic in the Basic Module. The present section briefly examines the related special requirements in the medical field, most notably in hospitals and outpatients' departments. The issues involved are the safety of the patient but also that of the medical staff themselves.

### **Aims:**

- Effective safety planning for hospitals, emergency units and doctors' practices.
- Awareness of the needs of victims and their children.

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## **EXERCISE 1: Strategies in Dealing with Violent Men in the Facility**

**In brief:** The three typical cases illustrate possible situations which can occur in their medical facilities. The discussions are designed to help the participants recognise dangers and react appropriately.

**Aims:** To develop strategies for dealing with violent men and formulate safety precautions for medical facilities.

**Method:** Discussion in small groups / presentation in the large group or role game.

**Teaching aids:** Flip charts, pens, Handout G

**Time:** 1.5 hours

### **Ground to cover:**

The participants split up into three groups, each of which is given a typical case to work with. They develop strategies for dealing with the situation using the questions below. Then the results are presented to the larger group and discussed jointly.

### **Questions for small groups:**

- What do I do in such a situation?
- What do I say to the man?
- What do I do with regard to the woman? How can I make her safer?
- How can I ensure safety in the ward / doctor's surgery?

### **Note for the Trainer:**

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It is important to point out to the participants that it is their responsibility to explain to the woman about her safety and the necessary precautions relating to it. The message to the medical and nursing staff should be: Do not send the woman home without informing her so that she knows what to do about her safety.

Please also use Handout 20 of the Basic Module.

Source: Fröschl / Löw, *Fortbildungskonzept für medizinische Berufe*, Vienna 1996

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## Topic D Charges and Legal Consequences

### Introduction

The legal situation in this regard varies widely from country to country. This topic can therefore be dealt with only theoretically.

### Exercises:

The group as a whole should discuss the following points:

- Legal requirements (civil and penal law): are medical professionals required by law to bring charges in cases of violence? Discuss the applicable legal stipulations. Also the legal situation with regard to other aspects (police intervention, safety precautions etc.)
- Documentation (see Handout H): Discuss the importance of detailed documentation.
- Conflicts between mandatory report to the police and the principle of confidentiality
- Medical statement for courts, police
- Co-operation with other professionals

You can use Handouts H and I for the discussion of these topics.

### Note for the Trainer:

It is useful to conduct these discussions in the presence of a medical professional. Copy the applicable passages of the relevant laws and use them as Handouts.

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## **Topic E    How to Stay Supportive**

### **Introduction**

The experience gained through the previous exercises is practised and recapitulated here in a network context to help the participants to learn an appropriate approach to intervention.

### **Aims:**

- Strengthening counselling and support skills
- Understanding the importance of providing after-care for the victim and following up the victim's case
- Raising awareness of legal obligations, e.g. if reporting to the police is required by the law

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## **EXERCISE 1: Intervention**

**In brief:** The role game is designed to practise multi-disciplinary action in cases of violence against women.

**Aim:** The participants apply the knowledge they have obtained during the seminar.

**Method:** Role game

**Teaching aids:** Flip chart, pen, Handout J

**Time:** 30 minutes

### **Ground to cover:**

The various roles are assigned to participants who volunteer for them. If nobody volunteers, this should be done by drawing lots. The **roles** are as follows:

- Mrs Taylor
- her son Max (11 years old)
- her daughter Susan (7 years old)
- a doctor in the medical examination room
- a nurse in the emergency unit

**Places** (all in one room, perhaps with a partition):

- Emergency unit
- Examination room

The remaining participants act as observers, each focusing on one particular role.

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**Questions for the ensuing discussion:**

- What is my view of what happened to me?
- What support did I receive (Mrs Taylor, son and daughter)?
- What did I do (doctor and nurse)?
- What else would I have needed (Mrs Taylor, son and daughter)?
- What else could I have done (doctor and nurse)?
- How did I feel?
- How did people treat me?

Source: adapted from Fröschl / Löw, *Fortbildungskonzept für medizinische Berufe*, Vienna 1996

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# TRAINING FOR PSYCHO-SOCIAL PROFESSIONALS

## PRACTICAL

### Introduction

**Topic A** Basic Knowledge about Violence against Women

**Topic B** Situation von Migrantinnen, die mit einem Gewalttäter zusammenleben

**Topic C** Rechtliche Informationen

**Topic D** Co-operation

**Topic E** Possibilities and Limitations of the Professional Group

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# TRAINING FOR PSYCHO-SOCIAL PROFESSIONALS

## Introduction

Psycho-social professionals include social workers, psychologists, social and personal counsellors, family advice experts and psychotherapists.

In many areas of psycho-social care, women make up the majority of both clients and staff. There are numerous reasons for this. One is that women, as the socially disadvantaged group, are exposed to a higher risk of encountering psychic or social problems (thus, women are disproportionately threatened by poverty). Another is that their socialisation makes them more capable of admitting that they need help and of seeking support.

Research in the field of social work suggests that women's socialisation specially suits them for supportive work (and for person-to-person relationships in general), which would explain why they tend to choose such professions.

Violence against women may be a problem rooted in men, but it is – as we have seen above – **generally women** who visit social welfare facilities or seek psychological support. Given the high incidence of violence against women, there is a high probability that psycho-social professionals will encounter cases of violence.

The fundamental cause of gender-based violence lies in the **unequal distribution of power between men and women**. It is therefore important that psycho-social professionals should be particularly aware of gender-specific discrepancies in power. Several studies (e.g. Drake, 1989) have shown that – in the field of social work at least – intervention by social workers very often actually reinforces the traditional gender roles (for example, women are treated as being mainly responsible for bringing up the children).

Psycho-social professionals must therefore consider and modify their own views on the traditional assignment of roles between the genders, which is at the root of many social and psychological problems encountered by both women and men: a major step which this professional group can take towards preventing violence.

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“Women need support in asserting their right to a life free of fear, coercion and violence, and men should be encouraged to distance themselves from violence. Violent men should be prevented from acting out their violence.” (Fröschl / Löw, Vienna 1996b, 47).

## **Aims**

- To learn about and implement the conditions for ensuring the safety and gaining the trust of battered women in the working environment
- Rethinking of one’s own work and place of work – making the participants aware of ambivalent feelings
- Widen the scope for co-operation with other professional groups and institutions
- To convey a feminist approach – empowerment of women

In the compilation of a module for psycho-social professionals the following elements are important:

- A. Basic Knowledge
- B. Situation of migrant women subjected to violence
- C. Legal information
- D. Co-operation with other professional groups and institutions
- E. Possibilities and limitations of the professional group

The Trainer will select the elements to be dealt with in the special module according to the time available.

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## **Topic A Basic Knowledge about Violence against Women** (Cf. Basic Module)

### **Introduction**

In many countries it may be assumed that psycho-social professionals have a broader knowledge of violence against women and children than other professional groups. Where this is so, the basic knowledge of the subject can be elaborated and discussed using the participants' own professional experience. Where it is not the case, the Trainer should concentrate on the Basic Module, which deals in detail with the fundamental information and methods of conveying it.

### **1. Forms and Patterns of Violence**

The purpose is to understand the patterns of physical violence and its psychological impact. The participants should understand that violence does not consist only of physical abuse but that it is often aggravated by various forms of psychological abuse aimed at ensuring that the abusive man can keep the women "in his power".

Physical violence is intended to weaken the woman and to reduce her self-esteem. This lowers her resistance and results in her eventual exhaustion.

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## **EXERCISE 1: Ice-breaking exercise**

**In brief:** Brainstorming on terms associated with violence against women

### **Aims:**

- Learn to understand the feelings of the victims
- Discuss patterns of violence and strategies of the perpetrators
- Widen your own horizon

**Method:** Brainstorming, discussion

**Time:** Variable

**Teaching aids:** Flip chart, felt pens

### **Ground to cover:**

The Trainer draws four columns on the flip chart for entering terms associated with violence against women:

Column 1: terms relating to the victim (sadness, disappointment, fear ...)

Column 2: terms relating to the perpetrator (aggression ...)

Column 3: terms relating to needs / resources (safety, friends, child care, housing, legal aid, shelters ...)

Column 4: terms relating to other areas / society (context): crime, human rights' violation, awareness of society, training, legislation, mediation ...

The participants then discuss these terms. The trainer should point out the stereotypes which are frequently used in connection with the victim and perpetrator. The terms

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used in connection with the victim tend to denote passivity and a negative sense of impotence. Those relating to the perpetrator tend to be associated with an active role.

Source: Raquel Vieitas Cardoso, Wave Train-the-Trainer Seminar, Strobl 2000

### **Note for the Trainer:**

On this topic please also refer to the Basic Module, *Exercise 2 “Understanding Patterns of Violence”*. The exercise can be adapted by asking the participants to name examples of purely psychological violence associated with the eight types of violence (cf. Basic Module, Handout 3).

Source: Fröschl / Löw: *Gegen Gewalt an Frauen handeln, Fortbildungskonzept für psycho-soziale Berufe*, Vienna 1996

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## 2. Plight of the Survivor

It is important that psycho-social professionals understand why abused women stay with the abuser and what impact this has on the woman's psychological and physical stability.

There are thus two topics which require special treatment, and these are dealt with in other "Special Modules":

- Explanations and examples relating to the **Stockholm Syndrome** are contained in the Special Module "Police" (Topic A and Handout A).
- Explanations and examples relating to **Trauma & Therapy** are contained in the Special Module "Medical Professionals" (Topic B and Handout E).

### EXERCISE 2: Empowerment

**In brief:** Exercise to be carried out by volunteers or in small groups, designed to deepen understanding of the psychological damage done to victims of violence.

#### **Aims:**

- Illustrate how women's qualities get disrupted in a violent relationship.
- Discuss and find answers to recurrent questions, such as "Why do women give up things? Why do women not defend themselves?".
- A professional always finds it important to understand the reasons for a client's actions and to be able to imagine the client's situation. Professionals tend to think they already have the solution before they have even listened to the woman.

**Method:** Group work or volunteering

**Teaching aids:** Pieces of blank paper (cards), pens

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**Time:** 30-45 minutes

**Ground to cover:**

Ask for volunteers. Give them five pieces of paper (cards) and ask them to write down the five qualities they like best about themselves. Then ask them to choose one of the qualities to give away. Take two more cards away from them. You can start bargaining over what they would be prepared to give you if you gave them back one “card”. Ask about their feelings and how they relate to the dynamics of violence.

**Note for the Trainer:**

In very small groups, everybody gets cards and participates; in bigger groups you select a few volunteers; if somebody does not want to participate, do not force them to do so. Never let the others see what is written on the individual cards. After the exercise, the cards should be torn up and thrown away.

If we can understand the strategies of the perpetrators, we can take a position against violence and treat it as a crime and act from an empowering perspective.

Source: Raquel Vieitas Cardoso, WAVE Train-the-Trainer Seminar, Strobl 2000

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### 3. Crisis Support

Conducting conversations in various working situations is a key factor here. This section offers practical and theoretical insights into what clients feel to be a supportive and confidence-building approach. At the same time it must be born in mind what are the areas of competence and the practical scope of one's own professional group or institution and where the limits lie.

It is advisable to adapt the role games to the specific work situation of the participants. The assumed situations may be a crisis consultation, home counselling, telephone counselling or a case of concealed violence.

#### **EXERCISE 3: Describing forms of abuse**

**In brief:** Discussion of the difficulty of describing in detail the various manifestations of violence.

**Aims:** It is extremely difficult to talk about violence, abuse and humiliation to which one has been subjected – all the more so if one is asked to give a detailed description. The purpose of this exercise is to be able to imagine how difficult it is to give such descriptions.

**Method:** Group work, discussion

**Teaching aids:** Flip-chart, pens

**Time:** 45 minutes

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### **Ground to cover:**

Prepare sheets of paper on which different kinds of abuse are written. Form small groups and ask them to focus on action relating to the topics. After 20 minutes they report back to the group, writing their results on the board. Then the participants have to explain what each word means, describing the terms.

Source: Fröschl / Löw: *Gegen Gewalt an Frauen handeln, Fortbildungskonzept für psycho-soziale Berufe*, Vienna 1996

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## **EXERCISE 4: Consideration of conditions of work**

**In brief:** Consideration of work processes and conditions

### **Aims:**

- To consider one's own work
- To come to identify methods, habits and errors which occur in connection with abused women

**Method:** Discussion in small groups

**Teaching aids:** 4 Flipchart pages, felt pens

### **Ground to cover:**

Small groups discuss the questions: How do professionals treat victims of violence? Which reactions are appropriate / inappropriate?

    Talk about the appropriate time and setting. It is often better to reschedule an appointment if you don't have enough time or a place which allows you to safeguard confidentiality and safety. Be aware of the risks for the victim (the perpetrator may follow the victim to the appointment).

### **Note for the Trainer:**

The participants should not talk about their mistakes but about their work in general (or the work of other vocational groups in the case of co-operative work).

Source: Raquel Vieitas Cardoso, Wave Train-the-Trainer Seminar, Strobl 2000

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## 5. Strategies of Perpetrators

Here too it is advisable to use prepared case histories and role games simulating a confrontation with the perpetrator in order to help the participants to deal with perpetrator strategies in practical counselling situations (cf. Theory, Text 5 and 6). Role games might include “partnership counselling”, “Encounter with a violent man during a home visit” or “individual conversation with a violent man”. The ensuing discussion is very important if the participants are to derive the maximum benefit for their professional work.

Source: Fröschl / Löw: *Gegen Gewalt an Frauen handeln. Fortbildungskonzept für psycho-soziale Berufe*, Vienna 1996

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## **Topic B The Situation of Migrant Women Living with a Violent Man**

### **Introduction**

Disadvantaged and discriminated groups within society face particularly daunting obstacles. It is important to understand and imagine how difficult it is to have to articulate yourself in the context of a foreign culture and language, especially on the subject of highly personal problems.

Some thought should also be given to considering the implications of living in a foreign country with whose laws and customs one is largely unfamiliar.

It is advisable to prepare a Handout detailing the legal status and rights of migrant women or to explain these. You should cover such topics as protection from violence, access to the law, laws on foreign citizens and marriage, the issue of work permits, the asylum laws, rights to social benefits etc.

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## **EXERCISE 5: Counselling in the Foreign Language**

**Aims:** To imagine the predicament of seeking help in a foreign country

**Teaching aids:** Paper, pencils

**Method:** Work in pairs

Forming pairs: The Trainer asks the participants individually which foreign languages they speak. Then she selects a participant who doesn't speak the language concerned. A third participant acts as an observer.

### **Ground to cover:**

The participants imagine they are working in a counselling centre in a foreign country. A migrant woman comes for counselling, because she is having severe difficulties with her husband: he repeatedly beats her. She wants to discuss what options she has.

She speaks the language of the host country poorly, if at all. The observer should write down her impressions throughout the counselling session and present the results during the ensuing discussion in the small group.

### **Questions for discussion:**

#### **Client:**

How do I assess what happened? How did I feel?

What did I want? What did I get? What else would I have needed?

What was good, what was not so good?

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**Counsellor:**

How do I assess what happened? How did I feel?

How did I handle the counselling session?

What was good, what was not so good? What else could I have done?

Source: *Gegen Gewalt an Frauen – Wege zur Veränderung*, Vienna 1994

**Further methods:**

- Case examples
- Presentation of a set of questions concerning special / additional barriers for women (discrimination on the basis of colour, ethnicity, religion, sexual orientation, physical or mental disability, social background etc).

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## Topic C Legal Information

This section deals with basic knowledge of legal measures providing protection from violence and other forms of support for abused women and their children.

- Which are the most important laws protecting victims of violence?
- What are my rights and duties as a representative of my professional group?
- What are the responsibilities of other professional groups with which I co-operate (police, mandatory reporting for medical professionals etc.)

It is advisable to ask a legal expert to attend this session, to provide information not only about the rights of victims but also about the legal situation relating to the professional group concerned.

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## Topic D Co-operation

A multi-disciplinary approach will clarify the scope for inter-agency co-operation. This is an appropriate juncture at which to provide information about resources and service facilities available for co-operation in cases of violence.

### EXERCISE 6: Co-operation – Multi-disciplinary approach

**In brief:** Working in a network perspective

**Method:** Case study, discussion

**Ground to cover:**

Choose a case and work with the group. What can a professional social worker do to mobilise support?

**Note for the Trainer:**

Talk about the limitations of interventions and the difficulties professionals encounter in dealing with violence against women (professionals can also be victims / survivors, so they may be “reluctant” to understand the dynamics of violence).

Source: Raquel Vieitas Cardoso, Wave Train-the-Trainer Seminar, Strobl 2000

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## **Topic E Possibilities and Limitations of the Professional Group**

### **Introduction**

The training course should end with a discussion of the scope and constraints applicable to the professional group concerned. The participants should become aware of their own limits and of the weaknesses and problems pertaining to their institutions and their work, but at the same time they should return to their work empowered.

### **Aims:**

- To realise one's own limitations as an individual and as a "professional"
- To discuss the problems encountered in dealing with perpetrators
- To draw up or rethink safety plans to one's place of work and for the staff
- To find empowerment in the discussion with the group

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## **EXERCISE 7: Counselling session**

**In brief:** Simulation of a counselling session

### **Aims:**

- To consider and optimise one's counselling capacities
- To discuss safety at the support facility and the setting

**Method:** Role game: 1 client, 1 counsellor, at least 1 observer, then ensuing discussion

### **Ground to cover:**

A woman enters the facility / counselling centre and describes the violence to which she has been subjected. The social workers or psychologist counsels her.

### **Questions to the client:**

How did I feel? Did I feel enough trust to be able to tell my story?

What was good, what was bad?

What else would I have needed?

The small group makes a list of the needs, expectations and feelings of a beaten woman who seeks help from a support facility. The small group then reports to the large group on its ideas as to how the facility and the counsellor can give the woman a feeling of safety and confidence. In the ensuing discussion the Trainer should point out the need for safety planning (cf. Basic Module, Handouts 18, 19 and 20).

### **Note for the Trainer:**

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A role game is easier with students; professionals are often reluctant to show their counselling skills. A role game in small groups is easier because there is less resistance. You as the Trainer have to like role games if you want to persuade the participants to do them! On the other hand, role game are very good in helping people to understand the feelings of the client.

*Important:*

- Reassuring your own identity: talk in the third person about how the role game felt and about your role.
- Observe your own feelings during the role game
- After the role game, the large group should discuss feelings and the experiences gained.

**Variant:**

Role game: 4 roles and 1 observer: social worker, police officer, doctor etc., like a conference: How do you deal with violence against women?

Source: Elfi Fröschl, Wave Train-the-Trainer Seminar, Strobl 2000

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## **EXERCISE 8: Developing Objectives for Your Own Organisation**

**Aims:** To incorporate ideas and guidelines for good practice in everyday work. To begin defining practical objectives and considering steps to achieve them.

**Teaching aids:** Pencils, paper

**Methods:** Individual consideration followed by discussion within small groups.

**Time:** 1 hour

### **Ground to cover:**

Following up on consideration of the issues raised in the previous units (“What does a woman who has been subjected to violence need / expect from a support organisation / person?”), each participant now thinks about such questions as:

*What changes should I / do I want to make at my place of work?*

*What changes should be made to the services provided by my organisation?*

*What should I / do I want to improve about my own approach to my work?*

Each consideration should in addition also be examined in the light of such questions as:

*Within what time frame do I want to achieve this?*

*Which information do I need to achieve this?*

*Which resources will be necessary?*

*Which partners can / must I enlist?*

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The trainer can write the questions on a poster or dictate them while explaining the exercise. The Trainer should also ask the participants to formulate a plan of action (detailing individual steps) and a timetable for the most difficult of their objectives.

Then the participants form small groups and exchange the ideas they have developed and discuss the problems they expect to encounter and the resources available for implementing their ideas.

If several people from one institution or from similar institutions (e.g. a youth welfare office), it makes sense if they form a single group and draw up their own plan of action.

**Variant:**

If there are only few participants present, it is of course possible to do this exercise with just one group.

**Note for the Trainer:**

This exercise is designed to come up with small, feasible steps and activities which can be put into practice. These may be simple things like putting up a poster on the office wall or gathering information material.

Other ideas might include: instigating a meeting / team discussion in one's own place of work on "How can we improve our services for abused women?", arranging to meet a shelter worker, putting on a discussion evening under the auspices of the local council etc. There may also be personal targets like reading a particular book or enrolling for a particular further training course, or an activity involving the seminar participants as a whole (such as going to visit each others' organisations to become familiar with their services and methods of working).

The preceding unit will probably have prompted new ideas and perspectives on supporting abused women and on the environment of a support organisation. At this point it is important to turn to practical considerations and to develop ways of making changes or achieving practical targets. The emphasis here should be on co-operation and forming alliances: it is easier and more effective to work in partnerships and to

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provide mutual assistance. This also serves to improve the services provided for abused women and their children. It is simpler to surmount difficulties and frustration. And when things start going right, it is more gratifying to be able to share your excitement.

Source: Adapted from Exercise 24 of the Training Folder "*Gewalt gegen Frauen – Wege zu Veränderung*", MA 57, Vienna 1994

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# TRAINING FOR LAW ENFORCEMENT PROFESSIONALS

## HANDOUTS

- Handout A** Stockholm Syndrome
- Handout B** Assessing Dangerousness
- Handout C** Understanding Victims' Reluctance to Testify
- Handout D** Planning the Interview with a Victim; the Setting
- Handout E** Guidelines for Interviewing a Victim of Violence
- Handout F** Safety Planning
- Handout G** Guidelines for Police Intervention
- Handout H** Police Intervention

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## Handout A Stockholm Syndrome

### 4 Pre-conditions:

- the victim's life is threatened
- the victim has no chance to escape / or the victim is convinced that there is no chance to escape
- isolation
- the perpetrator switches from friendliness to threats

**Impact:** Identification with the perpetrator, distorted perception.

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## **Handout B    Assessing Dangerousness**

- history of abuse
- frequency and severity of injuries
- use of weapons
- life-threatening violence
- drug abuse by the violent man
- general violent behaviour of the abuser
- abuser is violently jealous
- patterns of control
- abuse of children
- period of divorce or separation
- conflict over children
- suicide threats
- strategies for resistance

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## **Handout C    Understanding Victims' Reluctance to Testify**

It is a preconception to assume that victims usually refuse to testify. We need to be open and careful about this assumption and avoid "self-fulfilling prophecies". In order to gain the victims' trust it is crucial to understand the motives for their reluctance to testify and to act in a supportive way in order to make the victims feel empowered.

It is important to be aware that:

### **1. Not all victims of domestic violence are reluctant to testify**

Sometimes we tend to remember those who were reluctant to testify or held out against doing so more vividly than we remember those who agreed to testify.

### **2. Victims of domestic violence are often reluctant to testify for the same reasons as victims of other types of violent crime**

These include:

- Fear of retaliation by the perpetrator, especially when threats are involved
- Unwillingness to face the perpetrator in the courtroom again
- Feelings of shame
- The desire to forget the whole incident
- Denial, withdrawal, ambivalence and other symptoms of trauma.

### **3. For victims of domestic violence these factors are often heightened by the following:**

- The perpetrator may still be living with or have access to the victim
- The victim's past attempts to leave the abuser or to seek help were not successful and resulted in more violence
- The abuser may be maintaining coercive control over the victim

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- The victim and the abuser may have children together; the abuser may have access to the children, and the victim is in fear for the children's safety
  - The victim and the children may be dependent on the abuser
  - The victim's family and social environment may put pressure on the victim to refuse to testify
  - The victim may have lost faith in the police or the judicial system and does not believe that the intervention of the system will be effective in stopping the violence.

#### **4. It is important to distinguish between victims who are reluctant to testify and those who refuse to testify**

Many victims who are initially reluctant to testify will change their minds if they receive adequate support and if their safety needs are met. If victims are supported by a victims' advocacy service that informs them about their rights and the judicial procedures, they are more likely to testify than victims without support.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) "Police Combating Violence Against Women". Leeuwenhorst / Netherlands, June 1997

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## Handout D Planning the Interview with a Victim; the Setting

In planning the interview, the following factors should be born in mind:

- Discuss with the victim where the interview should take place; sometimes it can be better for the victim if the interview takes place in her apartment (for instance if she is afraid to leave the house and/or if she has nobody to take care of the children)
- Provide safe, pleasant surroundings (a separate room, provide drinks, handkerchiefs ...)
- Make sure the victim is able to arrive and leave safely; make sure the perpetrator does not know about the arrangements for the interview
- Make sure the victim receives support from a women's support service or agency, like a women's shelter, counselling centre or rape centre
- Inform the victim about the availability of a support person; in Austria the victim has the right to bring a 'person of her confidence'; this person can also be an advocate from a women's support service
- The victim should be interviewed by a woman officer (this is also mandatory in Austria)
- The officer should have a special training and should know about forms, patterns and the impact of violence and techniques to interview victims
- If possible the officer should come from the same cultural/ethnic background as the victim
- Make sure that there is an interpreter available for the victim if necessary; the victim needs to trust the interpreter, otherwise she will be reluctant to talk (thus, the interpreter should not belong to the same community as the perpetrator); if possible, provide a woman interpreter; co-operate with services for immigrant women.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) "Police Combating Violence Against Women". Leeuwenhorst / Netherlands, June 1997.

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## **Handout E    Guidelines for Interviewing a Victim of Violence**

### **4 How to start the interview**

- Introduce yourself to the victim
- Inform her about her rights and administrative procedures (what will happen with her statement ...) before you start the interview

### **IV. The interviewing process**

It is very important to talk to the victim in a non-judgemental, candid manner and to be careful to avoid preconceptions. Bear the following in mind:

- Be aware that it might be very difficult for the victim to talk about her experience.
- Attach importance to her experiences, needs and fears.
- You can do this by an "opening statement" like: "Thank you for coming. I'm sorry about the violence you've been through. I know this is a terrible, shocking experience. I assure you that I'll do my best to help you. You've been very courageous to report the violence to the police. I'll now have to ask you some questions; I know it might be painful for you to talk about it, but it is necessary that we know all the details in order to ...find the perpetrator .... prosecute him .... Please tell me if it becomes too much for you or if you need a break ..."
- Make a clear statement to the effect that the violence is not the fault of the victim but the responsibility of the perpetrator and that there is no justification for violence.
- Assure the victim that you believe her; in cases of domestic violence it is very common for the perpetrator to blame the victim for the violence or tell her "Nobody will believe you".
- Ask "open questions" like: "What happened when your husband came home? How did he hit you?" instead of closed questions like "Did you husband beat you?"

- 
- Ask the victim to tell you what happened chronologically; ask her to begin before the assault happened: "When did you come home that evening? What happened?"
  - Let her talk and listen carefully.
  - Ask questions if you do not understand something.
  - Give her time to think and respond; do not pressure her.
  - Ask in detail about the assault and the injuries:
  - "How did he hit you? Where? Did he use his fist, his foot, objects? Did he use weapons? Which?"
  - Ask objective questions only.
  - Do not focus on physical violence only; ask about other forms of violence like threats, destroying things, injuring pets, sexual assault ...
  - Avoid questions like "Why did he hit/rape you?" The victim is not responsible for the motives of the perpetrator; only perpetrators should be asked questions like this. Sometimes, if you interview the victim carefully, the motives of the perpetrator will become clear from the context; i.e. "When I tried to leave the house to go to a meeting, he started to hit me, he did not want me to go."

**Do not ask questions that imply victim-blaming like:**

What keeps you with a person like that?

Do you get something out of the violence?

What did you do that caused him to hit you?

What could you have done to calm him down?

**V. Context and safety-oriented interview**

It is very important to see the victim not only as a witness or a "tool to find out the truth", but as a person whose safety and needs are the priority of any police intervention. It is therefore necessary not only to focus on one single event or on the assault itself, but to gain a comprehensive picture of the situation of the victim and the danger she and her children are exposed to.

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The questions below can be used to identify **risk factors** and to develop a **safety plan** together with the victim:

- Is there a history of violence, i.e. has the victim been assaulted before?
- What was the most severe assault / injury?
- Have the assaults become more frequent, brutal or severe?
- Are there weapons like guns or knives at home?
- Has the perpetrator ever used or threatened to use weapons?
- Has the victim ever been choked by the perpetrator?
- Does the perpetrator use alcohol or drugs?
- Does he abuse while he is drunk or high?
- Has he threatened to kill the victim / the children?
- Is the victim afraid that the perpetrator might seriously injure or kill her or the children?
- Is the victim afraid that the perpetrator might kill himself?
- Is the perpetrator very jealous and does he accuse her of having affairs with others?
- Is he depressed or paranoid?
- Does he follow the victim, spy on her, control or harass her?
- Is the victim suicidal?
- Does the perpetrator have a history of assaulting other people or breaking the law?
- Has the victim separated from the perpetrator, or is she considering separation?
- (This list was developed using research by Jones / Schechter 1992 and others).
- If several of the above questions are answered with "yes", the victim is at high risk. In any case safety planning should follow the interview.

## **5 How to end the interview**

- If you tape the interview, use the words of the victim.
- Let her and the support person read the report carefully and make sure she understands it, before she signs it; make alterations if necessary.

- 
- Discuss safety planning with her before she leaves.
  - Provide information about victims' rights and services for victims.
  - Make sure she can leave safely.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) "Police Combating Violence Against Women". Leeuwenhorst / Netherlands, June 1997

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## Handout F Safety Planning

**When you talk about safety with the victim, start with the following questions:**

- How can I help you?
- What do you need to be safe?
- What have you tried in the past to protect yourself and the children?
- What worked? What did not work?

**VI. If the victim is separated from the perpetrator and living alone:**

Discuss the following options:

- Changing the locks.
- Installing a better security system (window bars, safety locks, better lighting ...).
- Talking to schools and kindergartens about the danger and giving them clear directions who has permission to pick up the children and who not.
- Teaching the children how to call the police or other persons who can help (family members, friends ...).
- Finding a victims' support service like a women's centre / shelter which can help her and inform her of her rights and the available legal protection.
- Finding a competent lawyer.
- Applying for a protection order at the court.
- Asking somebody to move into the house so that she is not alone.

**If the victim is planning to leave the perpetrator:**

- How and when can she and the children leave most safely?
- Does she have a car / transportation? Money?
- Does she have a safe place to go to?
- What can she and others do to make sure he will not find her?
- What does she need to take with her?

- 
- Recommend packing a "safety bag" in advance, and keeping it in a safe place (friends, neighbours ...); in a situation of violence she might not have the time to take anything with her.

*The safety bag should contain:*

- clothing for her and the children, comfort items
  - money / credit cards
  - spare keys to the house and the car
  - some toys for the children
  - medicine and prescriptions
  - phone numbers and addresses of family, friends, community agencies
  - all official documents relating to her and the children, including divorce papers, court documents, welfare, immigration and insurance documents.
- What does she need to keep in a safe place? (i.e. savings book, articles of value, documents ...)
  - Whom does she trust enough to tell them about leaving and to ask for support?  
Whom does she not trust?
  - How can she manage to be safe while going to work or picking up the children from school / kindergarten?
  - What legal measures can she take to increase her safety?
  - What social / community resources can help?
  - Does she know the number of the local shelter? Has she contacted the shelter?
  - What custody and visitation provisions would keep her and the children safe?
  - Could a protection order increase their safety?

**If the victim is staying with the perpetrator:**

Review the following questions with her:

- What works best to ensure safety in case of emergency?
- Whom can she or the children call for help?

- 
- Is there a phone? What is going to happen if she can not use the phone (i.e. signal the children to call, signal neighbours ...)?
  - Would she call the police or signal somebody to do so?
  - If she and the children have to flee –which escape routes could they use? Where can they go?
  - Recommend her to get in touch with the women’s shelter in advance so that she will know where to go in case of emergency.
  - Identify, together with her, dangerous places in the house she should try not to get trapped in.
  - If there are weapons in the house, find ways to remove them if possible.
  - Suggest that she pack a "safety bag" and keep it in a safe place.
  - Remind her that in a dangerous situation it is important for her to trust her own judgement about what is best and what works to protect herself and the children; sometimes it might be best to flee immediately, sometimes it is better to try to calm him down and to flee the next day.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) "Police Combating Violence Against Women". Leeuwenhorst / Netherlands, June 1997

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## **Handout G    Guidelines for Police Intervention**

In every country the police should be given precise guidelines on intervention in cases of domestic violence. The guidelines should focus primarily on measures to protect the survivor.

### **Important criteria for police guidelines:**

- All police officers who intervene in cases of domestic violence must have had training in dealing with the people concerned and possess at least a rudimentary knowledge of how to handle survivors of violence.
- Survivors and perpetrators must always be questioned separately.
- Survivors should be questioned by specially trained officers.
- The interrogation of perpetrators should also be carried out by officers trained to understand the dynamics of violent behaviour patterns and to detect the strategies perpetrators use to justify their actions.
- Survivors should be questioned in a specially equipped room reserved for the purpose.
- Wherever possible, the police questioning of the survivor should be dealt with in such a way that the survivor no longer needs to give testimony in court.
- Survivors must be told of their rights, in their mother tongue where necessary.
- Migrant women must have a right to an interpreter.
- Women survivors of violence should have the right to be questioned by a woman and to be accompanied by a person of their choice.
- Each police intervention and questioning must end with the drawing up of a safety plan. This includes making provision for safe accommodation at a women's shelter.
- Hostile behaviour towards the survivor, victim-blaming and sexist or racist remarks on the part of police officers must be penalised. The survivor must be informed where complaints can be lodged.
- The police should provide active assistance to the survivor – by notifying an intervention centre, for instance.

- 
- If the law gives the survivor the right to refuse to make a statement, she must be told this and her right must be respected.
  - The police and the judicial authorities must bear in mind that the survivor of domestic violence may claim her right to refuse to make a statement, so that it is extremely important to collect and secure other evidence (photos, hospital reports, eye-witness statements, damage to property etc.). The prosecution should not rest solely on the survivor's statement, which may not be forthcoming. If the sentencing of the perpetrator depends solely on the survivor's statement, this substantially increases the pressure on the survivor.

Source: Rosa Logar: *Measures to Preserve the Rights and Dignity of Survivors in Criminal Proceedings*. Paper presented at the EU Expert Meeting on Violence against Women, November 8-10, 1999, Jyväskylä/Finland

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## Handout H Police Intervention

### Case study:

Mr. A and Mrs. B have been married for 8 years. They have a 7-year-old son. Two years ago they finally moved into the flat which they had so much looked forward to. However, buying the flat left them with a large mortgage to pay off. This is the main reason why Mrs. B went back to work when their son started school. The mortgage payments are still high, but with two incomes they are managing to pay them.

For the last three or four years Mr. B has again and again become physically violent. Mrs. B initially assumed that the reason was their cramped living conditions and hoped that it would stop when they moved into the new flat. This hope proved illusory. In fact his violence got worse. On two occasions he hit her so badly that she had to go to the doctor. She told the doctor that she had fallen down the stairs. She was afraid of what might happen if people found out the truth. Hitherto she has done everything she could to keep the abuse secret. She never talks to anyone about it. Her husband keeps warning her that she mustn't go to the police or she'll pay dearly for it.

*On the evening in question he beats her particularly severely. Mrs. B screams for help, and the neighbours call the police.*

### Parts

- Mrs. B.
- Mr. B.
- Their son, 7 years old
- Two police officers (They have been summoned by the neighbours. They wait outside the front door until they hear Mrs. B screaming for help or until they are called in.)

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## **VII. Observers**

- The husband
- The wife
- The child
- The police officers

are observed by separate groups.

### **Time**

The exercise continues until the intervention is over but not longer than 15 to 20 minutes.

### **Important rule**

Each actress / actor enacts her / his role exactly as she / he feels comfortable with it.

### **Role descriptions**

**Husband:** Mr. B comes home in a bad mood. He is angry that dinner isn't ready yet. He loses his temper, accusing Mrs. B of having gone out with a colleague from work and starting to make dinner late. When his wife tries to answer he interrupts her. He gets more and more aggressive until in the end he lashes out at her with his fist.

**Wife:** Mrs. B is in the kitchen, in a frantic hurry. She had to stay in the office later, and there was a huge queue at the supermarket cash desk. She is nervous because it's late and she knows her husband gets aggressive if she keeps him waiting for his dinner.

**Boy:** Their 7-year-old son Franzi is doing his homework at the kitchen table. He admires and reveres his father for his physical strength, but at the same time he's afraid of him.

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The father sometimes hits him. He gets very frightened when his father becomes aggressive, and he is also afraid for his mother. He bursts into tears...

Source: Logar Rosa / Hermine Sieder et al.: *Gewalt in der Familie. Konzept für Trainerinnen*, seminar material compiled on behalf of the Austrian Federal Ministry of the Interior, Vienna 1995

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## TRAINING FOR JUDICIAL PROFESSIONALS

### HANDOUTS

- Handout A** Stockholm Syndrome
- Handout B** Assessing Dangerousness
- Handout C** Understanding Victims' Reluctance to Testify
- Handout D** Questions for Victims / Witnesses
- Handout E** Guidelines for Interviewing a Victim of Violence
- Handout F** Safety Planning
- Handout G** Perpetrator Psychology and Perpetrator Strategies
- Handout H** Recommendations for Court Proceedings
- Handout I** List of Some International Instruments against Violence against Women

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## Handout A Stockholm Syndrome

### 4 Pre-conditions:

- the victim's life is threatened
- the victim has no chance to escape / or the victim is convinced that there is no chance to escape
- isolation
- the perpetrator switches from friendliness to threats

**Impact:** Identification with the perpetrator, distorted perception.

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## **Handout B    Assessing Dangerousness**

- history of abuse
- frequency and severity of injuries
- use of weapons
- life-threatening violence
- drug abuse by the violent man
- general violent behaviour of the abuser
- abuser is violently jealous
- patterns of control
- abuse of children
- period of divorce or separation
- conflict over children
- suicide threats
- strategies for resistance

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## **Handout C    Understanding Victims' Reluctance to Testify**

It is a preconception to assume that victims usually refuse to testify. We need to be open and careful about this assumption and avoid “self-fulfilling prophecies”. In order to gain the victims’ trust it is crucial to understand the motives for their reluctance to testify and to act in a supportive way in order to make the victims feel empowered.

It is important to be aware that:

### **5. Not all victims of domestic violence are reluctant to testify**

Sometimes we tend to remember those who were reluctant to testify or held out against doing so more vividly than we remember those who agreed to testify.

### **6. Victims of domestic violence are often reluctant to testify for the same reasons as victims of other types of violent crime**

These include:

- Fear of retaliation by the perpetrator, especially when threats are involved
- Unwillingness to face the perpetrator in the courtroom again
- Feelings of shame
- The desire to forget the whole incident
- Denial, withdrawal, ambivalence and other symptoms of trauma.

### **7. For victims of domestic violence these factors are often heightened by the following:**

- The perpetrator may still be living with or have access to the victim
- The victim’s past attempts to leave the abuser or to seek help were not successful and resulted in more violence
- The abuser may be maintaining coercive control over the victim

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- The victim and the abuser may have children together; the abuser may have access to the children, and the victim is in fear for the children's safety
  - The victim and the children may be dependent on the abuser
  - The victim's family and social environment may put pressure on the victim to refuse to testify
  - The victim may have lost faith in the police or the judicial system and does not believe that the intervention of the system will be effective in stopping the violence.

**8. It is important to distinguish between victims who are reluctant to testify and those who refuse to testify**

Many victims who are initially reluctant to testify will change their minds if they receive adequate support and if their safety needs are met. If victims are supported by a victims' advocacy service that informs them about their rights and the judicial procedures, they are more likely to testify than victims without support.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) "Police Combating Violence Against Women". Leeuwenhorst / Netherlands, June 1997

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## Handout D: Questions for Victims / Witnesses

The following checklist is intended to assist the court in discovering the reasons a victim is reluctant or refuses to testify and in finding out whether a victim has been coerced or intimidated into asking that the charges being dropped.

- Why do you feel reluctant (or refuse to) testify?
- When did you become reluctant (or decide to refuse) to testify?
- Were you living with the defendant when the incident happened?
- Are you now living with the defendant?
- (If not) Does the defendant know where you are staying?
- Are you financially dependent on the defendant?
- Do you and the defendant have children together?
- Have you discussed the case with the defendant?
- Has the defendant made any promise to do something for you if you do not testify?
- Is that promise to do something the reason you do not wish to proceed / or testify?
- Has the defendant or anyone else threatened you, your children or your family and told you not to testify?
- Is there some other reason you are afraid of the defendant?
- (If possible) Are you aware that this court/the civil court can issue an order telling the defendant to stay away from you and have no contact with you and your family?
- (If possible) Are you aware that if the case is prosecuted, that the defendant can be required to get counselling, pay for your damages, and stay away from you and your family?
- (If injuries are visible) How did you receive the injuries (allude to police reports, medical reports, photos, injuries still visible in court, etc.)?
- Have you talked about your desire not to testify with the local Women's shelter / counselling centre / a victims service?
- If not, would you be willing to talk to them?

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- Would you like to have a court officer to escort you from the building when you leave today?

Source: adapted from: Family Violence Prevention fund: Domestic Violence. The Crucial Role of the Judge in Criminal Court Cases, San Francisco 1991

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## **Handout E    Guidelines for Interviewing a Victim of Violence**

### **6 How to start the interview**

- Introduce yourself to the victim
- Inform her about her rights and administrative procedures (what will happen with her statement ...) before you start the interview

### **VIII. The interviewing process**

It is very important to talk to the victim in a non-judgemental, candid manner and to be careful to avoid preconceptions. Bear the following in mind:

- Be aware that it might be very difficult for the victim to talk about her experience.
- Attach importance to her experiences, needs and fears.
- You can do this by an “opening statement” like: “Thank you for coming. I’m sorry about the violence you’ve been through. I know this is a terrible, shocking experience. I assure you that I’ll do my best to help you. You’ve been very courageous to report the violence to the police. I’ll now have to ask you some questions; I know it might be painful for you to talk about it, but it is necessary that we know all the details in order to ...find the perpetrator .... prosecute him .... Please tell me if it becomes too much for you or if you need a break ...”
- Make a clear statement to the effect that the violence is not the fault of the victim but the responsibility of the perpetrator and that there is no justification for violence.
- Assure the victim that you believe her; in cases of domestic violence it is very common for the perpetrator to blame the victim for the violence or tell her “Nobody will believe you”.
- Ask “open questions” like: “What happened when your husband came home? How did he hit you?” instead of closed questions like “Did you husband beat you?”

- 
- Ask the victim to tell you what happened chronologically; ask her to begin before the assault happened: “When did you come home that evening? What happened?”
  - Let her talk and listen carefully.
  - Ask questions if you do not understand something.
  - Give her time to think and respond; do not pressure her.
  - Ask in detail about the assault and the injuries:
  - “How did he hit you? Where? Did he use his fist, his foot, objects? Did he use weapons? Which?”
  - Ask objective questions only.
  - Do not focus on physical violence only; ask about other forms of violence like threats, destroying things, injuring pets, sexual assault ...
  - Avoid questions like “Why did he hit/rape you?” The victim is not responsible for the motives of the perpetrator; only perpetrators should be asked questions like this. Sometimes, if you interview the victim carefully, the motives of the perpetrator will become clear from the context; i.e. “When I tried to leave the house to go to a meeting, he started to hit me, he did not want me to go.”

**Do not ask questions that imply victim-blaming like:**

What keeps you with a person like that?

Do you get something out of the violence?

What did you do that caused him to hit you?

What could you have done to calm him down?

**IX. Context and safety-oriented interview**

It is very important to see the victim not only as a witness or a “tool to find out the truth”, but as a person whose safety and needs are the priority of any police intervention. It is therefore necessary not only to focus on one single event or on the assault itself, but to gain a comprehensive picture of the situation of the victim and the danger she and her children are exposed to.

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The questions below can be used to identify **risk factors** and to develop a **safety plan** together with the victim:

- Is there a history of violence, i.e. has the victim been assaulted before?
- What was the most severe assault / injury?
- Have the assaults become more frequent, brutal or severe?
- Are there weapons like guns or knives at home?
- Has the perpetrator ever used or threatened to use weapons?
- Has the victim ever been choked by the perpetrator?
- Does the perpetrator use alcohol or drugs?
- Does he abuse while he is drunk or high?
- Has he threatened to kill the victim / the children?
- Is the victim afraid that the perpetrator might seriously injure or kill her or the children?
- Is the victim afraid that the perpetrator might kill himself?
- Is the perpetrator very jealous and does he accuse her of having affairs with others?
- Is he depressed or paranoid?
- Does he follow the victim, spy on her, control or harass her?
- Is the victim suicidal?
- Does the perpetrator have a history of assaulting other people or breaking the law?
- Has the victim separated from the perpetrator, or is she considering separation?  
(This list was developed using research by Jones / Schechter 1992 and others).
- If several of the above questions are answered with “yes”, the victim is at high risk.  
In any case safety planning should follow the interview.

## **7 How to end the interview**

- If you tape the interview, use the words of the victim.
- Let her and the support person read the report carefully and make sure she understands it, before she signs it; make alterations if necessary.
- Discuss safety planning with her before she leaves.

- 
- Provide information about victims' rights and services for victims.
  - Make sure she can leave safely.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) "Police Combating Violence Against Women". Leeuwenhorst / Netherlands, June 1997

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## Handout F Safety Planning

**When you talk about safety with the victim, start with the following questions:**

- How can I help you?
- What do you need to be safe?
- What have you tried in the past to protect yourself and the children?
- What worked? What did not work?

**X. If the victim is separated from the perpetrator and living alone:**

Discuss the following options:

- Changing the locks.
- Installing a better security system (window bars, safety locks, better lighting ...).
- Talking to schools and kindergartens about the danger and giving them clear directions who has permission to pick up the children and who not.
- Teaching the children how to call the police or other persons who can help (family members, friends ...).
- Finding a victims' support service like a women's centre / shelter which can help her and inform her of her rights and the available legal protection.
- Finding a competent lawyer.
- Applying for a protection order at the court.
- Asking somebody to move into the house so that she is not alone.

**If the victim is planning to leave the perpetrator:**

- How and when can she and the children leave most safely?
- Does she have a car / transportation? Money?
- Does she have a safe place to go to?
- What can she and others do to make sure he will not find her?
- What does she need to take with her?

- 
- Recommend packing a “safety bag” in advance, and keeping it in a safe place (friends, neighbours ...); in a situation of violence she might not have the time to take anything with her.

*The safety bag should contain:*

- clothing for her and the children, comfort items
  - money / credit cards
  - spare keys to the house and the car
  - some toys for the children
  - medicine and prescriptions
  - phone numbers and addresses of family, friends, community agencies
  - all official documents relating to her and the children, including divorce papers, court documents, welfare, immigration and insurance documents.
- What does she need to keep in a safe place? (i.e. savings book, articles of value, documents ...)
  - Whom does she trust enough to tell them about leaving and to ask for support?  
Whom does she not trust?
  - How can she manage to be safe while going to work or picking up the children from school / kindergarten?
  - What legal measures can she take to increase her safety?
  - What social / community resources can help?
  - Does she know the number of the local shelter? Has she contacted the shelter?
  - What custody and visitation provisions would keep her and the children safe?
  - Could a protection order increase their safety?

**If the victim is staying with the perpetrator:**

Review the following questions with her:

- What works best to ensure safety in case of emergency?
- Whom can she or the children call for help?

- 
- Is there a phone? What is going to happen if she can not use the phone (i.e. signal the children to call, signal neighbours ...)?
  - Would she call the police or signal somebody to do so?
  - If she and the children have to flee –which escape routes could they use? Where can they go?
  - Recommend her to get in touch with the women’s shelter in advance so that she will know where to go in case of emergency.
  - Identify, together with her, dangerous places in the house she should try not to get trapped in.
  - If there are weapons in the house, find ways to remove them if possible.
  - Suggest that she pack a “safety bag” and keep it in a safe place.
  - Remind her that in a dangerous situation it is important for her to trust her own judgement about what is best and what works to protect herself and the children; sometimes it might be best to flee immediately, sometimes it is better to try to calm him down and to flee the next day.

Source: Rosa Logar: *Interviewing and Supporting Traumatized Victims*. Paper presented at the Conference of the European Network of Police Women (ENP) “Police Combating Violence Against Women”. Leeuwenhorst / Netherlands, June 1997

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## **Handout G    Perpetrator Psychology and Perpetrator Strategies**

1. Influencing the victim and her social environment
2. Denial
3. Playing down gravity of behaviour
4. Misrepresentation
5. Victim-blaming
6. Loss of control
7. Provocation
8. Financial difficulties, stress etc.

Adapted from: Austrian Federal Chancellery (Ed.): *Gegen Gewalt an Frauen handeln, Unterlagen für Weiterbildungsseminare*, Vienna 1995

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## **Handout H Recommendations for Court Proceedings**

The following points need to be observed if the survivor is not to undergo further traumatisation:

### **Psycho-social and legal support**

- Women who have been subjected to violence must be informed of the possibility of criminal proceedings as soon as possible, the procedures involved should be explained to them, and they should be told what to expect
- Survivors should have the right to free legal assistance and a lawyer of their choice, irrespective of their income situation
- In addition to legal assistance, all survivors of violence should also receive free psycho-social support during the court proceedings

### **Status during legal proceedings**

- Survivors should have the right to bring a private case against the perpetrator in the same proceedings, to secure compensation and damages
- In the course of the legal procedures survivors should be entitled to read the files, to apply for evidence to be produced, and to ask questions during the trial
- Women who have been subjected to domestic violence should have the right to refuse to give evidence. At the same time it is important that the judicial authorities consider the reasons why the survivor is reluctant to make a statement and that they respond by providing support and encouragement – this increases the likelihood that the survivor will dare to testify after all

### **Safety:**

- The survivor and the police must be notified before the perpetrator is released from custody or prison. The perpetrator's release must be tied to certain conditions designed to safeguard the survivor's safety (e.g. a ban on contacting the survivor)

- 
- The state prosecutor's office and the criminal court must take considerations of the survivor's safety into account in planning the legal proceedings and the trial
  - Survivors must be given the right to have a person of their choice present during questioning
  - Survivors should be called upon to give evidence only once or at the most twice during the criminal proceedings, to minimise the trauma of reliving the experience at each telling
  - Survivors should have the right not to have to meet the perpetrator. In the planning of the court proceedings, then, arrangements should be made to ensure that the survivor does not encounter the perpetrator in front of the courtroom
  - Survivors should also enjoy the right not to have to give evidence in the perpetrator's presence. Austria provides scope for separate court questioning: the survivor's testimony is relayed by closed-circuit video from a separate room. However, this right is accorded automatically to persons under 14 years of age. Anyone over 14 must explicitly apply for it.

Source: Rosa Logar: *Measures to Preserve the Rights and Dignity of Survivors in Criminal Proceedings*. Paper presented at the EU Expert Meeting on Violence against Women. November 8-10, 1999, Jyväskylä / Finland

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## **Handout I    List of Some International Instruments against Violence against Women**

- United Nations: Declaration on the Elimination of Violence against Women, New York / December 1993
- United Nations / Commission on Human Rights: Report of the Special Rapporteur on Violence against Women, its Causes and Consequences, Ms. Radhika Coomaraswamy, submitted in accordance with the Commission on Human Rights resolution 1995 / 85. A framework for model legislation on domestic violence, Geneva 1996 (E / CN.4 / 1996 / 53 Add.2)
- United Nations: The Beijing Declaration and the Platform for Action, Fourth World Conference on Women, Beijing, China, September 4-15, 1995, New York 1996
- United Nations / General Assembly Resolutions: Resolution on Crime Prevention and Criminal Justice Measures to Eliminate Violence against Women, New York, December 12, 1997
- United Nations Commission on Human Rights: Resolution on the Elimination of Violence against Women, Commission on Human Rights 52<sup>nd</sup> meeting, Geneva, April 17, 1998
- European Parliament: Resolution on Violence against Women, July 14, 1986
- Council of Europe Committee of Ministers: Recommendation on Violence in the Family, Recommendation No. R (85) 4, 1985
- Council of Europe Committee of Ministers: Recommendation on Social Measures concerning Violence within the Family, Recommendation No. R (90) 2, 1990

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## TRAINING FOR MEDICAL PROFESSIONALS

### HANDOUTS

**Handout A/1** Asking about Violence

**Handout A/2** Asking about Violence

**Handout B** Talking about Violence

Asking about Violence 1

Asking about Violence 2

Asking about Violence 3

Asking about Violence 4

**Handout C** Indications of Physical Violence

**Handout D** Indications of Sexual Violence

**Handout E** Indications of Psychological Violence 1

Indications of Psychological Violence 2

Indications of Psychological Violence 3

**Handout F** Medical Examination

**Handout G** Safety

**Handout H** Danger Assessment Form

**Handout I** Reporting and Legal Consequences 1

Reporting and Legal Consequences 2

**Handout J** How to Stay Supportive – Intervention

**Handout K** How to Stay Supportive – A Woman's Safety

**Handout L** How to Stay Supportive – The Medical Professionals' Role

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## **Handout A/1 Asking about Violence**

### **Example A**

You are a general practitioner in a rural area. Ms Miller comes to your practice. She moved to the area only a year ago. She has been to see you a couple of times, but you know little about her personal circumstances except that she has a part-time job, has two children who go to school, and her husband is a civil servant. Ms Miller is wearing sunglasses, has a “black eye” and is weeping. She tells you that her husband has beaten her and asks you to attest that she is sick so that she doesn’t have to go to work – she is too ashamed. She also says she is extremely nervous and asks you to prescribe tranquillisers.

### **Example B**

You are a general practitioner in a rural area. Ms Miller comes to your practice. She moved to the area only a year ago. She has been to see you a couple of times, but you know little about her personal circumstances except that she has a part-time job, has two children who go to school, and her husband is a civil servant. Ms Miller is wearing sunglasses and has a “black eye”. You ask her how the injury to her face occurred. She says she fell down the stairs. She says she is suffering from migraine and is sleeping badly and asks you to write her a sick note so that she can stay home from work for a few days.

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## **Handout A/2 Asking about Violence**

### **Example A**

You are a doctor or nurse in the casualty department of a hospital. One morning Ms Hollein comes to have a cut on her eyebrow treated. She says her husband beat her.

### **Example B**

You are a doctor or nurse in the casualty department of a hospital. One morning Ms Hollein comes to have a cut on her eyebrow treated. She says she injured herself falling off a chair while cleaning the windows.

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## Handout B Talking about Violence

- The first step in intervention is to attempt to develop trust.
- Show caring, non-judgemental support.
- Do not react with shock when she reveals that she has been exposed to violence. Your surprise at the violence will add to her feelings of isolation and belief that the violence she suffers is unique.
- Use questions beginning with "how", "when" and "who".
- Supportive remarks such as "I'm sorry this has happened to you" or "You've really been through a lot" encourage her to disclose more information.
- Do not ask victim-blaming questions such as "Why do you stay with him?", "Why don't you just leave him?", "Did you have an argument before the violence started?"
- Reinforce the fact that domestic assault is a crime. Do not blame the woman.
- Counter her beliefs about violence ("I talk too much ..." or "He only gets this way when he drinks"). Emphasise the batterer's responsibility for his behaviour.
- Give the victim information about violence, e.g. its frequency and the dynamics.
- Discuss her resources and options for empowerment with her.
- Search together for the best services for her.
- Leave the door open for her to come back to you.

- 
- **If she is in shock:** Stay near her and work with her calmly and smoothly: it is important you feel emotionally safe in the situation – it helps the victim to gain emotional control over her situation. Try to establish eye contact – you can also hold her hand. Calm her by telling her that, for instance, where she is now, she is safe; give her a warm blanket and something to drink; do not leave her alone. Do not ask long, involved questions but questions she can answer briefly. Do not force her into undergoing examinations –before a medical examination, for instance, it is important to get in touch with her.

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout B Asking about Violence 1

All medical professionals should ask all women routinely about violence, especially in emergency units and child welfare and maternity clinics (see Abuse Assessment Screen).

- Before asking about violence, consider a woman's safety:
  - a place that affords privacy
  - ask her on her own, not in the presence of a partner, other family members, friends etc.
  - have security staff nearby to ensure confidentiality and safety.
  
- To avoid an intimidating stance sit at or below the woman's level
  
- Focus your attention directly on the woman to increase trust
  
- Maintain eye-contact with her
  
- Show you are interested in her welfare; do not look at / handle papers at the same time
  
- If she has hearing / optical disorders, ask her to tell you how she can hear / see you best
  
- Do not overlook older or disabled women; they can be victims of violence more often than other women
  
- Ask about violence in a direct, friendly and warm way.

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout B Asking about Violence 2

### Questions included in the Abuse Assessment Screen

1. Have you ever been emotionally or physically abused by your partner or someone important to you?

2. Have you been hit, slapped, kicked or otherwise physically hurt by someone within the last year?

If yes, by whom? \_\_\_\_\_ How often? \_\_\_\_\_

3. Since you have been pregnant, have you been hit, slapped, kicked or otherwise physically hurt by someone?

If yes, by whom? \_\_\_\_\_ How often? \_\_\_\_\_

Mark area of injury on the body map.

*Score the most severe incident according to the following scale:*

1 = threats of abuse, including use of a weapon

2 = slapping, pushing; no injuries or lasting pain

3 = punching, kicking, bruises, cuts and / or continuing pain

4 = beating up, severe contusions, burns, broken bones

5 = head, internal and / or permanent injuries

6 = use of weapon, wound from weapon

4. Has anyone forced you to have sexual activities within the last year?

If yes, who? \_\_\_\_\_ How often? \_\_\_\_\_

5. Are you afraid of your partner or anyone you listed above?

Source: *Obstetrics & Gynaecology* 1995, Vol. 85, No. 3, pp. 321-325

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## Handout B Asking about Violence 3

### Ways to ask about violence:

- "From my experience here in the emergency unit, I know abuse and violence at home is a problem for many women. Is it a problem for you in any way?"
- "We know that abuse and violence at home affect many women and it directly affects their health. I wonder if you ever experience abuse or violence at home?"
- "Have you ever felt unsafe or threatened in your own home?"
- "The injuries you have suggest to me that someone hit you? Is that possible?"
- "Who hit you?"

### If she denies it:

- Do not insist or pressure her
- Tell her what brought violence to your mind
- Explain to her that she can come back for further assistance if she ever finds herself in such a situation
- Do not be content to think that you've dealt with the matter and have done your duty – come back to the topic later
- Talk about your doubts in your team
- Document your doubts and the evidence they are based on

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout B Asking about Violence 4

### **If she is intoxicated** (alcohol, drugs):

- minimise talk
- provide support
- allow her time to recover in your unit / hospital before attempting to hold a discussion with her
- make sure that her phone number is in her files; you or a social worker can phone her at home later (during the next 1-3 days). Remember the safety issues when calling her

### **If she is hostile / abusive** (shock, institutional victimisation):

- acknowledge her anger
- offer support / services
- do not insist or pressure her

### **If she just wants to leave** as soon as possible:

- make sure that her phone number is in her files; you or a social worker can phone her at home later (during the next 1-3 days). Notice safety issues when calling her.

### **If she is seriously ill or hallucinating:**

- allow her condition to stabilise before asking her questions

### **If you do not understand her because of language barriers:**

- ask an official interpreter (the interview can be done by phone as well)
- the interpreter cannot be the woman's husband, child or other relative, friend etc.
- always use a female interpreter

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**Some advice on how to handle various shock reactions:**

- If a patient is nervous: nurses should stay close to her and establish physical contact very cautiously
- If a patient is agitated: be very, very calm
- If a patient is in a stupor: do not attempt any physical contact; if it is very serious, she needs hospital treatment
- If a patient is giggling: be very calm and ask questions; connect her with reality again, give her something to drink and a blanket

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout C    Indications of Physical Violence

- Injuries: bruises, wounds, bone fractures, concussion, tooth injuries, internal injuries, eardrum rupture, scalp injuries, pregnancy complications / miscarriages
- Injuries do not match the explanation of how they occurred
- She is unable / reluctant to explain how she got the injuries
- A history of unexplained injuries
- A history of recurrent injuries
- Injuries at different stages of healing
- Injuries in well-protected body areas
- Burns in unusual places or of unusual type
- Delays between sustaining injuries and seeking treatment
- A male partner who is overly attentive, controlling or unwilling to leave the woman's side
- Refusal of further treatment / services
- Physical injuries during pregnancy
- Late entry into prenatal care

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout D      Indications of Sexual Violence

- Injuries to the genitals, anus, inner thighs and breasts
- Genital, urinary or rectal irritation
- Frequent infections in the genitals and / or rectal area
- Abdominal or pelvic pain
- Pelvic inflammatory disease
- Sexually transmitted infections / diseases (including HIV / AIDS)
- Vaginal or rectal bleeding
- Painful defecation or painful urination
- Difficulties in walking and / or sitting
- "Love-bites"
- Difficulties with or avoidance of pelvic examination
- Vaginismus (spasms of the muscles around the vagina) during a gynaecological examination
- Overt sexual behaviour / language (sexual "acting out")
- Sexual problems, lack of pleasure
- Self-injurious behaviour, sexual risk-taking
- Unwanted pregnancy / abortion
- Pregnancy complications / miscarriages

Source: Sirikka Perttu, Non-violent Choice Association, Finland

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## **Handout E    Indications of Psychological Violence 1**

### **ACUTE TRAUMA REACTIONS (shock reactions)**

- are a brief episode of symptoms
- exist during attack or soon after
- reactions may be delayed for 1-3 days
- reactions last from 2 days to 4-6 weeks
- are normal adaptive reactions
- are similar to those of PTS

### **Observable behaviour / symptoms:**

- Agitation (motoric anxiety: pacing up and down, inability to sit still, hand wringing, weeping, hostile attitude and behaviour)
- Conversion (loss of voice, vomiting, pain and aches, a lump in the throat, dizziness)
- Calmness, apathy and impassivity or stupor (immobility, seems not to register environment)
- Irrational behaviour (e.g. giggling, continuous laughing)
- Rational behaviour and thinking

### **Emotional / cognitive experiences:**

- anxiety, panic, confusion
- numbness
- disbelief ("this can't be true")
- memory caps
- impaired ability to think / function
- distorted perception of time
- loss of feelings (frozen fright)
- depression, feelings of worthlessness
- guilt, shame

- 
- dissociation (depersonalisation, disorientation, out-of-body-experiences, hallucinatory experiences)
  - amnesia

**Mental processes or functions:**

- Defences (e.g. denial, isolation, rationalisation)

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout E    Indications of Psychological Violence 2

### **PTSD (Post-Traumatic Stress Disorder)**

- PTSD is a medical diagnosis for long-term symptoms caused by events that involve one's threatened death, serious bodily injury or the threat to one's physical integrity.
- Repeated attacks, physical proximity to the stressor ( = batterer) and perception of events as uncontrollable and unpredictable increase the development of PTSD.
- Other traumatic situations can also produce PTSD (e.g. being held hostage, tortured, raped, kidnapped or robbed).

### **PTSD may be especially severe or long-lasting when the stressor is of human origin:**

- Extreme stress affects victims at many functional levels: somatic, emotional, cognitive, behavioural and characterological.
- It may lead to a variety of psychiatric conditions such as dissociative disorders, eating disorders, substance abuse and self-destructive behaviour.

### **BUT: The development of PTSD is a complex process:**

- Trauma reactions are not a system which inevitably develops into the manifestations of mental disorder (disease model), but many abused and battered women suffer severe symptoms known as PTSD.
- PTSD needs to be seen as the result of an entrapment process due to coercive control by the batterer which leads to the victim's experience / conclusion that escape is impossible.
- PTSD symptoms need to be seen as normal human responses to overwhelming experiences affecting mind, body and society (interpersonal and institutional trauma).

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Sources: Schornstein (1997), van der Kolk et al. (1996), Stark & Flitcraft (1996),  
Everstine & Everstine (1993)

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## **Handout E    Indications of Psychological Violence 3**

### **LONG TERM SYMPTOMS**

- Signs and changes in the individual's behaviour, emotions, relationships, social life, personality characteristics, living situation and / or health condition (e.g. noticed in outpatient care).
- Acute trauma reactions and long-term symptoms may be confused (e.g. observed in emergency units).

### **Emotional / cognitive symptoms**

- fearful behaviour / watchfulness / startled reactions
- disinterest / depression
- excessive dependence or isolation
- hostility, irritability or outbursts of anger
- rapid changes of mood / ambivalence
- feeling of loneliness / being different / stigma
- feeling permanently damaged (foreshortened future)
- anxiety / feeling trapped
- loss of feelings / "frozen self"
- sleeping disorders: difficulty falling asleep or staying asleep, insomnia, nightmares
- increased use / dependence on drugs / alcohol
- suicidal tendencies (thoughts / attempts / committed suicides)

### **Behavioural / characterological symptoms**

- loss of relationships with relatives / friends
- poor or no participation in social life / hobbies / always have to hurry home / reluctance to go home
- numb / submissive behaviour (reverses decisions, forgets appointments, withdrawal and isolation, avoiding situations / places / conversations associated with the trauma)

- 
- difficulty in concentrating (e.g. books, TV)
  - poor parenting responses, child abuse

### **Somatic symptoms / illnesses**

- unexplained physical symptoms: pains, aches (e.g. headaches)
- hypertension
- stomach pain / gastric ulcer
- poor or loss of hearing
- colon irritable
- menstrual disorders
- pain in the chest / cardiac region / arrhythmia / infarct
- difficulties in breathing / asthmatic symptoms / asthma
- eating disturbances (loss of appetite / weight loss / anorexia nervosa, excessive eating / extreme obesity / bulimia nervosa)

Source: Sirkka Perttu, Non-violent Choice Association, Finland

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## Handout F Medical Examination

- Careful medical examination is important for the victim's legal rights.
- If she is not ready now, for instance, to report the violence to the police, she may need evidentiary material for future legal proceedings.
- Always examine the victim without her partner.
- Do not leave the victim alone (e.g. while she is waiting for the examination).
- Ask if she wants a female doctor (especially if she has experienced sexual violence).
- The medical examination is a stressful experience for the victim.
- It is important to conduct the examination with respect and due regard to her self-esteem; she might experience the examination as humiliating.
- She may try to get out of the situation as quickly as possible because of her uncomfortable feeling during the examination or her shock. A calm and warm way of working with her gives her an opportunity to provide all the information needed.
- Explain to her what is going to happen during the examination, what kind of examinations she should expect and why.
- Ask her permission to carry out the examination. It helps her to feel she has control over herself.
- Always examine the whole area of the body.
- Examine all the injuries, not just the worst ones.
- Examine especially the areas covered by clothes.
- Notice the location, severity and stage of healing of each injury and / or areas of tenderness.
- Ask about sexual violence:
  - if there is any doubt of sexual violence, carry out a gynaecological examination;
  - ask the victim's permission for the examination;
  - notice all injuries / swelling / tenderness in the genital and abdominal areas;
  - if the patient is a rape victim or a victim of any kind of sexual violence, examine the whole body, not just the genital and abdominal areas.

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- If you find it difficult to assess the cause of the injuries, ask for forensic medical consultation.
  - If the laws in your country provide for this, report the case to the police (in some countries it is statutory to make a report of such cases to the police).
  - If the victim is unconscious, perform all the medical examinations which might benefit the victim's legal rights.
  - In order to obtain a full description of the injuries, give the victim a follow-up appointment at a later date (1-3 days later).

#### **Photographing the injuries:**

- Ask the victim's permission (a written form should be used if photographing is not a routine).
- Instant cameras are recommended. (There are no negatives to develop; the photographer knows whether the photos have captured the desired image; the patient's identity information and date can be put immediately on the photos).
- Photos are direct evidence: they document the brutality of the assault, extent and seriousness of the injuries, the batterer's intent to kill, etc.
- Photos are important / fresh evidence: court proceedings may take place months after the assault; the victim may minimise the assault and the injuries in court, the batterer minimises his actions ("just self-defence").
- Take two pictures of each injury: one of the injured part of the body and the second a close shot of the injury.
- Use a tape measure or some other indication of scale (e.g. a coin) on the pictures to provide verification of the size of the injuries.
- Make directional markings on the pictures (e.g. head-feet direction).
- At least one photo must show the victim's face for purposes of identification.

#### **Using the body map:**

- Especially in cases of numerous injuries;
- The body map helps to describe, for instance, how the injuries are related to each other;

- 
- Mark the injuries on the map with numbers which indicate the wounds as on the photo; mark the same number on the back of the photograph.

### **Notice emotional / psychological symptoms as well**

#### **Non-physical indications of violence:**

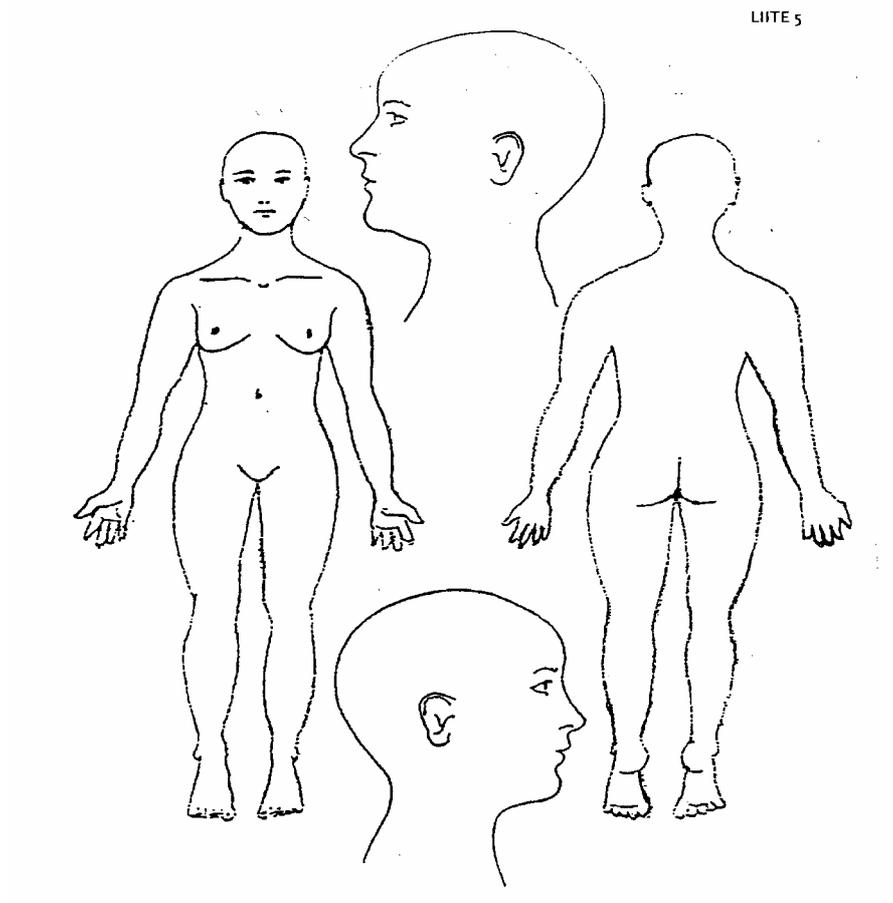
- are also evidence;
- torn, damaged or bloodstained clothes
- do not destroy non-physical evidence in medical facilities.

#### **Collecting forensic evidence:**

- If the victim is unsure about taking legal action at the time, encourage her to allow the collection of forensic evidence in case she changes her mind later on.
- Ensure that your unit has written instructions about collecting forensic samples in cases of sexual and physical violence.
- Forensic medical examinations: blood, urine, drug and other specimens required (it is not enough to write on the records "the patient smells of alcohol" or "the patient is drunk").
- Especially with all sexual crimes: blood, urine and drug specimens have to be taken as soon as possible after the crime in case the victim is dazed with drugs.
- Examination of the patient's clothes and taking spot specimens are also part of a good forensic examination.

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## Body Map



Source: Hotch D et al. 1995, Domestic Violence Intervention By Emergency Department Staff, Vancouver Hospital & Health Sciences Centre, Canada

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## Handout G Safety

### **Example A. “Mr Smith comes to pick up his wife”**

In the morning Mr Smith comes to the hospital. He wants to pick up his wife, who was admitted the previous day after a miscarriage in her fifth month. Mrs Smith has bruises on her chest and upper torso. She claims these come from a fall which caused the miscarriage. However, the hospital staff suspect that she has been battered, because her statements are confused and contradictory. Mr Smith wants his wife discharged on the spot. His manner is irate and aggressive.

### **Example B. “Mr Özal brings his wife to hospital”**

Mr Özal brings his wife to the outpatients' casualty department. Mrs Özal is injured: she is bleeding from a wound on her forearm. Mr Özal says that his wife – who, according to him speaks very little English – had injured herself while cutting meat. Mrs Özal gives the impression of being nervous and panicky. Mr Özal is impatient – he wants his wife treated immediately: he says he can't wait around, the children are alone at home.

### **Example C. “Mr Huber brings his wife to the doctor's surgery”**

Mr Huber brings his wife to the doctor's surgery. Mrs Huber is injured: she has a badly swollen contusion on her forearm. Mr Huber says his wife – who according to him comes from Thailand and speaks little English – fell and hurt herself. Mrs Huber gives the impression of being nervous and panicky. Mr Huber is impatient – he wants his wife treated immediately: he can't wait around, they have a young child who is with the neighbours but can't stay there very long.

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## Handout H Danger Assessment Form

**(Note: Always fill the form out together with the woman)**

A. On the calendar, please mark the approximate dates during the past year when you were beaten by your husband or partner. Write on that date how long each incident lasted in approximate hours and rate the incident according to the following scale:

1. Slapping, pushing; no injuries or lasting pain;
2. Punching, kicking, bruises, cuts and / or continuing pain;
3. Beating up, severe contusions, burns, fractures;
4. Threat of using a weapon; head injury, internal injury, permanent injury;
5. Use of weapon, wounds from weapon.

(Where two descriptions apply, count the higher number.)

B. Answer these questions with yes or no:

1. Has the physical violence increased in frequency during the past year?
2. Has the physical violence increased in severity during the past year, and / or has the perpetrator threatened to use or used a weapon?
3. Does he ever try to choke you?
4. Is there a gun in the house?
5. Has he ever forced you to have sex when you did not want to?
6. Does he take drugs?
7. Does he threaten to kill you and / or do you believe he is capable of killing you?
8. Is he drunk every day or most days?
9. Does he control most or all of your daily activities?
10. Have you ever been beaten by him while you were pregnant?  
(If never pregnant by him, check here ).
11. Is he constantly and violently jealous of you?
12. Have you ever threatened or tried to commit suicide?

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\_\_\_ 13. Has he ever threatened or tried to commit suicide?

\_\_\_ 14. Is he violent towards your children?

\_\_\_ 15. Is he violent outside the home?

\_\_\_ TOTAL YES ANSWERS

Source: Schornstein S.: *Domestic Violence and Health Care*, Sage Publications 1997

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## Handout I      Reporting and Legal Consequences 1

### Documentation

- Carefully document all current, healed and healing injuries discovered in the course of the medical examination.
- Document the victim's account precisely; use only her own words, expressions and phrases.
- Do not ask leading questions and do not make interpretations (otherwise the documentation will lose its legal significance).
- If the victim is incoherent, still use her own words in your documentation.
- Document all other observations (psychological indications, behavioural indications etc.).
- The victim's account must be documented completely and accurately. One reason is that this helps the doctor to remember the victim if she / he is called to testify in court as an expert witness.
- Document the victim's account of old injuries, their cause and date as well as the history of violence (the number of assaults, what kind of assaults, etc.).
- Document the full name of the batterer and his relationship to the victim as reported by the victim.
- Document any inconsistency between the statement of the victim and the injuries observed.
- If the victim is unconscious or unable to make a statement for other reasons (e.g. shock), document her partner's statement and any inconsistency in his statement in relation to the injuries observed.
- Use non-judgemental terms in describing the victim's statement and behaviour (compare the following phrases):
  - the patient claims / the patient states ...
  - the patient is hostile, unco-operative and intoxicated / the patient is exhausted, traumatised and unable to give full details at this time ...

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## **Handout I      Reporting and Legal Consequences 2**

### **Reporting and co-operation**

- The health care personnel's duty is to uphold the victim's legal rights.
- Co-operation with other professionals (including the police), e.g. in multi-professional teams, which is also important for the victim's rights.
- Co-operation with the police can entail problems relating to the confidentiality rules applicable to medical professionals.
- In multi-professional teams it is not permitted to discuss a specific case using names except with the permission of the victim.
- The medical professional can consult and ask advice from the police without giving the victim's name.
- One goal of health care professionals' work in upholding the victim's legal rights is to get her to co-operate on legal issues.
- Confidentiality: the main rule is not to disclose any of the confidential information received in the course of the medical professional's work.
- The medical professional can report a crime to the police. Written permission (from the victim) is needed in some countries, while in other countries a doctor is obliged to report the case to the police. The medical professional can also accompany the victim to the police station to report the crime.

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## **Handout J    How to Stay Supportive - Intervention**

### **Intervention**

#### **Role game “Mrs Taylor asks for help”**

##### **Background situation**

Mrs Taylor comes to the hospital casualty department with her two children Max and Susan. A doctor examines her and asks about her injuries in the presence of the children. She says that her forearm is very painful and that her husband beat her the previous evening. The children appear nervous and frightened. Max has bruises on his face. The examination shows that Mrs Taylor’s arm is broken. The fracture is treated. Mrs Taylor then tells the doctor / nurse that she doesn’t want to go back home because she is afraid of her husband. She asks for help.

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## Handout K    How to Stay Supportive – A Woman's Safety

### A WOMAN'S SAFETY

- **Determine if the woman or her children are in danger**
  - fill in the Danger Assessment Form with the woman;
  - discuss with the woman whether she has friends or relatives with whom she (and her children) can stay;
  - does she want / need immediate access to a shelter (with her children)?
  - if no shelter is available, can she be admitted to the hospital?
  - if she does not want immediate access to a shelter, give her written information about emergency numbers, shelters and other resources;
  - ask her to keep the information in a safe place where the batterer can't find it;
  - ask her whether there is a safe address where the material can be mailed;
  - does she need immediate medical intervention?
  - if she wants to return to her partner, give her a follow-up appointment at a later date;
  - discuss with her her legal rights and options (e.g. restriction / barring / safety order, report to the police)
  
- **Develop a safety plan with the woman**
  - give her information and advice on how she can protect herself;
  - give her a printed mini-safety plan card if possible (see the Information Card Safety Plan);
  - could she make arrangements with a reliable neighbour about calling the police?
  - if her children are old enough, ask her to talk to them about escape situations and to teach them to call emergency number;
  - safety bag: instruct her to keep it in a safe place (see the list of items on the Information Card Safety Plan).

Source: Sirkka Perttu

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## Handout L    How to Stay Supportive – Professional’s Role

- The medical professionals’ role is: to identify women victims, to give medical and emotional first aid; to promote the victim’s and the children’s safety; to inform the victims about their legal rights and options and the resources available; to support (empower) the victim; and to ensure the after-care and continuity of the support for the victim;
- Supporting the victims affects medical personnel emotionally;
- It is important to recognise one’s own attitudes, beliefs, feelings and experiences concerning violence against women and women victims, otherwise there is the risk of becoming a cynical, victim-blaming, distanced and unresponsive worker;
- To retain a positive professional flexibility it is important for professionals to remember:
  - take and give time: do not wait for the immediate results after you have intervened; the support you give today will help the victim to free herself from violence one day;
  - do not expect the victim to be “a perfect patient”; she is a human being and a victim;
  - do not underestimate small victories in the victim’s life;
  - with the victim seek different ways to proceed – do not stick to one solution;
  - learn to speak openly within your own team;
  - make agreements about the roles and work of different professionals in a multi-professional team; that’s the way to prevent burn-out and to support the victim effectively;
  - look for support for yourself if you have experienced violence in your life;
  - look for counselling, support and training as a professional.

Source: Sirkka Perttu

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