

INVESTIGATING PERCEPTIONS OF DOMESTIC VIOLENCE
IN THE UNITED STATES OF AMERICA AND TAIWAN

A Thesis

Presented to the Department of Counselor Education

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

By

Pei Yi Yu

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AN ABSTRACT OF THE THESIS OF

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This study investigated different perceptions and personal experiences of domestic violence in the United States and Taiwan. It was a mixed methods design combining a quantitative survey to examine the perception of domestic violence behaviors and an art-based intervention with women who had experienced domestic violence. There were a total of 109 participants; from Taiwan, there were 37 college students, 24 professionals who worked with people who had experienced domestic violence, and one case study.

From the United States there were 31 college students, 15 professionals who worked with people who had experienced domestic violence, and one case study.

The study revealed significant differences in multiple areas. First, more participants from Taiwan had experience physical punishment but less believed they had been physically abused. Second, Taiwanese participants had different perceptions of 1) physical punishment, 2) psychological, emotional and verbal abuse, and 3) financial or economic control compared to the U.S. standards. Third, both the professionals from the U.S. and Taiwan were less affected by cultural influence on perception of domestic violence and abuse. The professionals from the United States had extensive understanding and higher sensitivity to domestic violence behaviors than the professionals in Taiwan. Nevertheless, the college students from Taiwan had extensive understanding and higher sensitivity to

domestic violence behaviors than both the professionals from Taiwan and the college students from the United States. Finally, the participants in the case studies from each culture created stories which paralleled their own stories. The case studies revealed motifs common to both cultural contexts.

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Approved by the Dean of the Graduate
School and Distance Education

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CHAPTER 1

INTRODUCTION

The term violence generally refers to behaviors, verbalizations, or actions intended to hurt someone (Longman American Dictionary, 2001). Domestic violence (DV) is a term used for violence which occurs in intimate relationships (Willow Domestic Violence Center [WDVC], 2009). Men, women and children experience domestic violence; it is a widespread, global problem which becomes worse every year (Ministry of the Interior, Department of Statistics [MIDS], 2009; The National Domestic Violence Hotline [NDVH], 2008).

Traditionally, domestic violence has been viewed as an interpersonal problem and is often considered a private family issue (Modern Women's Foundation, 2002; Yick and Oomen-Early, 2008). However, researchers have begun to explore domestic violence from a mental health and cultural perspective (Yick and Oomen-Early, 2008). Because of multicultural and ethnic implications, psychologists, therapists, and counselors must be aware of culturally-specific attitudes and perceptions in clients from different backgrounds.

As an international student interning at the Women's Transitional Care Service (WTCS), which became the Willow Domestic Violence Center in 2009, I became aware that perceptions of domestic violence and abuse in the United States (U.S.) were different from perceptions in Taiwan. In the U.S., domestic violence is broadly defined, and types of abuse include physical, sexual, psychological, emotional, verbal, financial, and abusive behaviors include isolation and control (WDVC, 2010). In Taiwan the concept of domestic violence is generally limited to physical abuse, and abusive behaviors are

ambiguous and hard to define; furthermore, emotionally and psychologically abusive behaviors are generally not perceived as domestic violence; women who experience domestic violence often do not seek help until they have been seriously physically injured (Huang, 2001). Moreover, many women have no idea what financial abuse is.

Despite seemingly different perspectives regarding what constitutes abuse, the problem continues to grow in both cultural contexts. In Harvey County, KS, reports of domestic violence increased 55% in 2008 (Janney, 2009). In Taiwan, there were 79,874 domestic violence cases reported in 2008 (MIDS, 2009); this number increased 10% compared with the previous year. Also in Taiwan, the number of child abuse cases rose from 14.2% to 21.4% during the period from 2005 to 2008 (MIDS, 2009).

The purpose of this study was to examine the perceptions of domestic violence behaviors in the U.S. and Taiwan, and introduce art therapy with women who had experienced domestic violence. Data was collected in the U.S. and Taiwan from mental health professionals, college students, and women who had experienced domestic violence. The results provided information that could help counselors, therapists, social workers, and psychologists in the U.S. have a better understanding of cultural differences when they work with immigrants and people from Taiwan who have experienced domestic violence. The results will also inform the work of therapists, social workers and psychologists in Taiwan.

Review of the Literature

There is extensive literature on the topic of domestic violence. The following literature review: 1) provides definitions of violence, abuse, and domestic violence; 2) identifies types of abuse; 3) surveys domestic violence statistics in the U.S. and Taiwan; 4) summarizes a history of domestic violence prevention acts in the U.S. and Taiwan; 5) presents the influence of culture; 6) reviews domestic violence in the West and East; 7) reports the impact of domestic violence; and 8) introduces art therapy and its application with individual who has experienced domestic violence.

Definitions of Violence, Abuse and Domestic Violence

Violence. The word violence covers a broad range of behaviors. Violence refers to 1) the intentional use of physical force or power against someone or a group of people; 2) a compelling action against one's will; and/or 3) a behavior that is intended to hurt or kill someone, or damage something (Longman Dictionary, 2002; Oxford Dictionaries, 2010). People use violence as a tool to manipulate, force, threaten or control another person (Ministry of Justice, 2010). The definition of violence should be understood to include physical, sexual and psychological abuse. Violence impacts not only personal well-being but also social sectors as a whole (Ministry of Justice, 2010).

Abuse. Abuse refers to treating a person or animal with cruel or violent behaviors which may or may not cause substantial physical harm, particularly if the behavior is regular or repeated (Oxford Dictionaries, 2010; Socialtext, 2009). Abusive actions may include blaming, humiliating, threatening, and manipulating, as well as inflicting physical, sexual, or emotional harm to another person (NDVH, 2009). Abuse also refers to the deliberate use of power or authority for a purpose, which is illegal or illegitimate

(Longman Dictionary, 2002; Socialtext, 2009). Using insulting and offensive language is also abusive (Oxford Dictionaries, 2010). Furthermore, abuse is a systematic pattern of behavior in a relationship used to manipulate or control the victim (DAP, 2004); an abuser uses abusive behaviors to force victims into submission or compliance with the abuser's will (MentalHelp, 2009).

Domestic Violence. Arguments and conflict are common in relationships and are a part of being human (Straus, 2007); people naturally communicate opinions and disagreements with each other. However, domestic violence occurs in relationships when violent behaviors are used during a conflict. Like abuse, domestic violence is an ongoing pattern of coercive behaviors; these behaviors allow abusers to gain and maintain power over their intimate partner, children, or parents (Collins and Collins, 2005; NDVH, 2009). Pandey, Dutt, and Banerjee (2009) concluded that domestic violence usually happens at the hand of a husband with a low level of education, unemployment, limited family income, and alcohol and substance abuse. However, another study showed that domestic violence happens in families of every socioeconomic status and to females with various levels of education (Rani and Bonu, 2009). It is widely understood that domestic violence occurs across races, cultures, religions, professions, educational backgrounds, sexual orientations, and socio-economic levels (American Bar Association [ABA], 2009; NDVH, 2009; Rani and Bonu, 2009). Domestic violence issues are often well hidden by communities and societies, and historically there has been a lack of awareness and disregard by the general population.

Domestic violence is different from other violent crimes because the perpetrator, to whom the victim is committed and loves, performs the violent and life-threatening acts

(Heppner, 1978). Domestic violence occurs not only in marriage, but also between couples who live together or are in dating relationships (Clackamas Women's Services [CWS], 2009; NDVH, 2009). Many women who experience domestic violence are abused in the first year of their marriage and even during pregnancy (ABA, 2009; Chan et al., 2009). Potential perpetrators of abuse include ex-or current husbands, ex-or current wives, boyfriends, girlfriends, partners, an adult child, guardians and parents (CWS, 2009). Domestic violence not only brings harm to the primary victims, but also affects their families (ABA, 2009). In many cases, the family member who witnesses the incident may be involved into the incident and become another victim (ABA, 2009).

Types of Abuse

Physical often abuse leaves visible evidence; however, abuse also occurs in other forms. These other forms include sexual abuse, financial or economic control, and psychological assault or abuse (CWS, 2009; MCADSV, 2009). All forms of abuse are serious and may cause psychological harm, serious physical injury or even death (ABA, 2009; MentalHelp, 2009).

Physical Abuse. The most well known abuse is physical abuse. Punching, kicking, slapping, pushing, choking, hair pulling, scratching, burning, and stabbing all constitute physical abuse, whether injury or bruises occur or not. In some cases, physical abuse results in death (AODVC, 2009; CWS, 2009; MentalHelp, 2009; Missouri Coalition Against Domestic and Sexual Violence [MCADSV], 2009).

Psychological Abuse. Psychological abuse includes verbal abuse, emotional abuse, isolation, and using children as a means of control (CWS, 2009; MentalHelp, 2009). Abusers use body language or words to yell, scare, manipulate, threaten, and

destabilize the less powerful person in the relationship to gain control (CWS, 2009).

People who have experienced psychological abuse often feel they do not have the ability or power to fight against or escape from their abusers (MentalHelp, 2009); it is a powerful weapon to belittle victims and make them believe they are not worthy of love or respect.

Sometimes psychological abuse involves playing mind games or isolating a victim (MCADSV, 2009). For instance, abusers may manipulate or force victims to obey, or cut them off from connections with friends and relatives. Often, the abuser denies these behaviors, intending to undercut the victim's sense of reality (MentalHelp, 2009; MCADSV, 2009). Many women who experienced these types of abuse reported that psychological abuse was worse than physical abuse, and harder to heal (CWS, 2009).

Financial Abuse or Economic Control. Financial abuse is also known as economic control; it includes a series of abusive behaviors such as: 1) controlling the money in a relationship; 2) preventing the victim from working; 3) taking the victim's paycheck; 4) stealing the victim's savings, retirement, Supplemental Security Income (SSI) or Social Security Disability Insurance Benefits (SSD or SSDIB); or 5) using the victim's credit card and destroying credit ratings (CWS, 2009). In addition, an abuser may use a victim's name on property such as houses, cars, and utilities, thereby damaging the victim's credit. Some abusers may not allow victims to study or work outside the home. Alternately, abusers may refuse to work and make victims support them (CWS, 2009; MCADSV, 2009).

Sexual Abuse. Sexual abuse is extremely hard for victims to disclose (MCADSV, 2009). Sexual abuse refers to forced or involuntary sexual activity. In some situations,

abusers will not allow victims to talk to members of the opposite gender, or accuse victims of having sex with others; furthermore, abusers may withhold sex or affection as punishment (AODVC, 2009; MCADSV, 2009). Moreover, abusers may force victims to watch pornography or participate in sexual activity which makes them uncomfortable, including having sex with a third party, engaging in physically painful sex, or using offensive and verbal degradation during sex. Finally, knowingly infecting victims with a sexually transmitted disease is a form of sexual abuse (CWS, 2009 ; MCADSV, 2009).

The Power and Control Wheel

The power and control wheel (WDVC, 2010) is used to identify different types of abuse and abusive behaviors. It is widely used in the U.S. in domestic violence advocacy training to help advocates understand domestic violence and forms of abusive behavior. The power and control wheel was developed based on the Duluth Model or Domestic Abuse Intervention Project which was a program developed by the Minnesota Program Development, Inc (Domestic Abuse Intervention Project [DAIP], 2008) to reduce domestic violence.

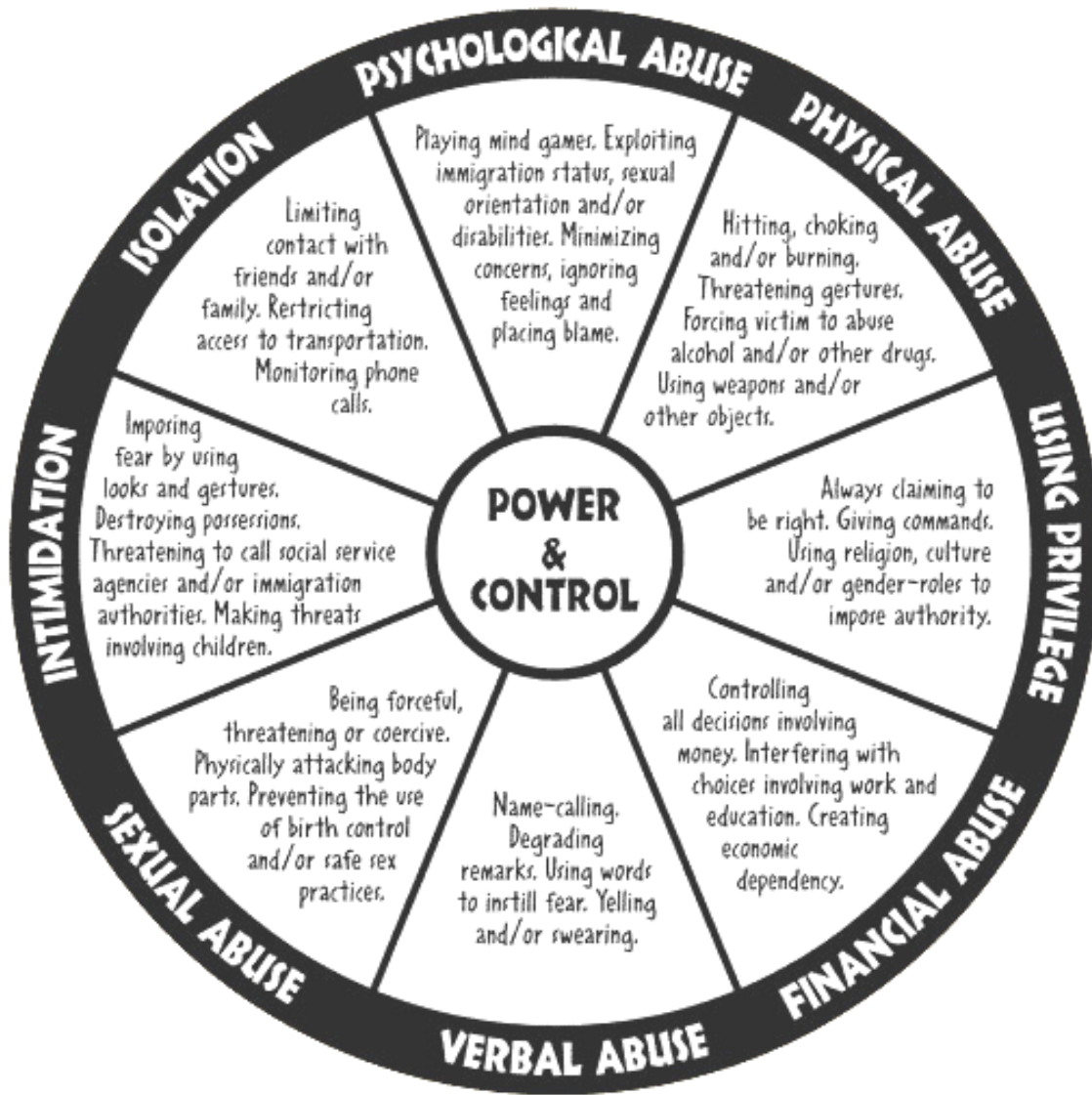


Figure 1. The Power and Control Wheel. Reprinted with permission from “Home of the Duluth Model” by the Domestic Abuse Intervention Project, 2008, <http://www.theduluthmodel.org/duluthmodel.php>.

Domestic Violence Statistics in the United States

The National Coalition Against Domestic Violence (NCADV, 2009) reported the following facts about domestic violence in the U.S.:

- One in every four women, and one in every ten men, will experience domestic violence in his or her lifetime (NCADV, 2009).
- The cost of direct medical and mental health services from domestic violence exceeds \$4.1 billion per year (NCSDV, 2009).

In the U.S. in 2008, there were 30,433 women victims in emergency shelters or transitional housing at local domestic violence programs on one single day (National Network to End Domestic Violence [NNEDV], 2008). In addition, 33,066 adults and children received non-residential assistance and services due to domestic violence (NNEDV, 2009).

The Kansas Coalition Against Sexual and Domestic Violence (KCSDV, 2010) and the Willow Domestic Violence Center (WDVC, 2010) reported the following facts about domestic violence in Kansas:

- Every 28 minutes a woman is beaten by an intimate partner (WDVC, 2010).
- Every two weeks a woman is killed by an intimate partner (WDVC, 2010).
- Every year, around 324,000 women experience intimate partner violence during pregnancy (KCADV, 2009).
- In the United States, domestic violence is the leading cause of injury to women between the ages of 15 and 44 (KCADV, 2009).
- Nearly one in five female high school students reports being physically and/or sexually abused by a dating partner (KCSDV, 2010).

- In a recent Kansas survey, 91% of domestic violence survivors indicated that receiving services improved their situation (KCSDV, 2010).

Domestic Violence Statistics in Taiwan

The Ministry of the Interior, Department of Statistics (MIDS), Taiwan, R. O. C. (2009) and the Modern Women's Foundation (2002), reported the following facts about domestic violence in Taiwan:

- Over 42% of the Taiwanese population reported that female friends or relatives have experienced domestic violence (Modern Women's Foundation, 2002).
- One third of Taiwanese couples experienced some form of domestic violence (Modern Women's Foundation, 2002).
- Nine out of every 100 individuals who were targets of domestic violence are male; half of those males experience psychological abuse as well (Modern Women's Foundation, 2002).
- Each year, reports of domestic violence increase 10%; reports of child abuse increase 20% (MIDS, 2009).
- Fifty two percent of children who experience abuse are boys (MIDS, 2009).
- One in every three women has experienced domestic violence in her lifetime; and one in ten women is seriously abused (Modern Women's Foundation, 2002).
- Nearly 18% of abused women were abused by their husbands (MIDS, 2009).
- The number of women who experienced domestic violence every year is 3.5 times than the number of men who experienced domestic violence (MIDS, 2009).

- Over 50% of individuals who experienced domestic violence reported they stayed in abusive relationships or marriages more than 10 years after the initial incidence of abuse (Modern Women's Foundation, 2002). The same survey revealed the average number of years from when domestic violence begins to when a woman leaves a marriage is 7 years.

In Taiwan, the Ministry of the Interior, Department of Statistics (2009) reported 79,874 cases of domestic violence in 2008. Of these, 36.9% were reported by hospitals, 36.7% were reported by law enforcement, and 16.8% were reported by women's and children's abuse hotlines. About 58.3% of domestic violence cases involved intimate partners, and over 90% of the victims were women. Moreover, the percentage of child abuse reports increased from 14.2% to 21.4% from 2005 to 2008 (MIDS, 2009). In 2008, the number of domestic violence cases increased 10% compared with the previous year (MIDS, 2009).

History of Domestic Violence Prevention Act in the United States and Taiwan

In the U.S., the women's movement of the 1970s raised public awareness about domestic violence. The Family Violence Prevention and Services Act in the U.S. Congress was introduced in 1978 when the National Coalition Against Domestic Violence was formed (K-state Women's Center [KWC], 2008). In 1984, the U.S. Congress passed the Family Violence Prevention and Services Act to fund domestic violence programs (KWC, 2008). From 1991-2001, after the U.S. passed these domestic violence laws, many countries followed suit and established their own domestic violence laws. In Asia, for example, Malaysia passed the Domestic Violence Act in 1994, Singapore passed the Women's Charter in 1996, and China (Hong Kong) passed the

Domestic Violence Ordinance in 1997 (Berkman Center, 2002). Subsequently, the Taiwanese Congress passed the Domestic Violence Prevention Act in 1998 (Domestic Violence and Sexual Assault Prevention Committee, Ministry of Interior of Taiwan, R. O. C. [MIDSPC], 2006).

The Influence of Culture

Culture generally refers to ethnicity, race, gender, sexual orientation, generation, age, tradition, and religion (Yick and Oomen-Early, 2008); it also includes prescribed behavior, norms, beliefs, and values. Wendt (2009) stated that culture is created through people receiving information, interpreting and organizing that information, and endeavoring to make sense of the world. In many cultures, women are expected to be good wives and mothers; furthermore, a good woman should be faultless, obedient, and never complain (Debold, Wilson, and Malave, 1993).

In the past, people believed it to be the husband's right and authority to control his wife and children in his own home (Heppner, 1978; Rani and Bonu, 2009). If a woman was abused, many people considered it acceptable because they believed the wife must have done something wrong or annoyed or angered her husband (Heppner, 1978; Rani and Bonu, 2009). This cultural influence served to encourage the abusive behaviors. Few understood the impact of domestic violence or understood the psychological condition of women who experienced domestic violence; in fact, many people believed that victimized women were masochistic (Heppner, 1978). Even religious institutions have served to discourage women from seeking for help. For instance, Islam provided husbands the authority to punish their wives, and Christianity did not allow divorce (Heppner, 1978; Rani and Bonu, 2009; Wendt, 2009). Furthermore, in contemporary

societies, women remain the most frequent victims of domestic violence; statistically, females are three or four times more likely to be victims of domestic violence than males (MIDS, 2009; NCADV, 2009).

Domestic Violence in the West and the East

There are differences between western norms of individualism and self-determination and eastern norms of collectivism and family-determination. The cultural differences impact the form of violence as well as the people involved (Yick and Oomen-Early, 2008). A typical example of domestic violence or intimate partner violence in the West generally involves a woman abused by a man. However, domestic violence in Asia often involves both the man and his family (Chan, Fong, Leung, Brownridge, & Ho, 2009). In the East, women who reported they had been emotionally abused in their marriage often reported the abusers were not only their husbands but also their mothers-in-law (Chan et al., 2009).

Cultural Reporting of Abuse

In Eastern culture, the definition of domestic violence and criteria of abusive behaviors are ambiguous. For example, in Eastern countries, people may not consider themselves to have been abused if they were never hit or seriously injured (CWS, 2009). Also, many eastern women may not think they have been abused, as they believe similar conflicts are common in every family. The violent incident is only a small part of their life; their concerns about remaining in the relationship and keeping their marriage are more important than reporting of abuse or leaving the abusive partner (Wang, 2010). Moreover, a common phenomenon in the East is viewing corporal punishment as discipline. Many parents believed physical punishment was necessary and helpful for

disciplining a child to become a “better” person in the future (Rani and Bonu, 2009).

Domestic violence in the East has not only impacted women, but also children.

The Impact of Domestic Violence

Stories about individuals abused by their spouses or intimate partners are often both dramatic and traumatic. The experience of abuse results in tremendous emotional, psychological, and physical impact (Heppner, 1978; Ruiz-Perez, Mata-Pariente, and Plazaola-Castano, 2006). People who experience domestic violence often experience high levels of stress and depression, which may result in Posttraumatic Stress Disorder (PTSD), and physical and mental health problems (Collins and Collins, 2005; Sutherland, Bybee, and Sullivan, 1998).

Barriers to Seeking Help

People may question why individuals who were being abused choose to stay in the abusive relationship. Reasons may vary and are somewhat complex to understand. Several characteristics which prevent help seeking are shared by people who have experienced domestic violence; these include shame, fear, helplessness, lack of resources, and holding onto hope that “things might change” (Alsaker et al., 2008; Heppner, 1978). These behaviors, which impede seeking assistance or treatment, are discussed in the following paragraphs.

Shame. Traditional gender roles in both western and eastern societies dictate that a woman should be a good wife and mother. A woman who has been abused and tries to leave her husband and family may believe that she has failed (Debold et al., 1993; Heppner, 1978). Usually, women believe they are at fault for abuse. Debold, et al. wrote women often tell themselves “[the abuse was] because I am not good enough, I am not

perfect, so it is my fault. If I were perfect, then everything would be fine.” Since many domestic violence cases are hidden from society, women may feel isolated and alone. A woman may feel she is the only one who has been abused among her friends, colleagues, or community (Heppner, 1978; Wendt, 2009). Whether she decides to remain in or leave her marriage, she feels guilty and ashamed for failing (Debold et al.). People who have experienced domestic violence also face social rejection from people who hold a bias toward abused and divorced women (Ruiz-Perez et al., 2006).

Fear. Individuals may remain with their abusers because they fear retaliation; in fact, violence may be more acute if they attempt to leave (Heppner, 1978). Researchers (Ruiz-Perez et al., 2006) demonstrated the reality of this fear. Although a woman has left a violent relationship; she is still in danger after being separated from the abuser. An abuser seeks his victim, threatens her after finding her, and attempts bring to her back into his life (Ruiz-Perez et al., 2006). Abusers have been reported to disable transportation, use guns, and sabotage his victim’s job, so she is not able to support herself and has no way to leave. Women who have experienced domestic violence also fear losing or endangering their children. As a result, many women return to their abusers because they want to end the fear (Wendt, 2009).

Helplessness. People who have experienced domestic violence often believe their partners’ most violent behaviors are random and capricious. They often conclude they can do nothing to avoid the abuse or prevent the violence (Heppner, 1978). This is exacerbated for women who experience isolation and control by the abusive partners (Wendt, 2009). This context helps abusive partners build and inflict hopelessness and

helplessness. Feeling isolated, helpless, and out of control leads to passivity and the desire to give up (Heppner, 1978).

Lack of Resources. Often, a woman survivor who decides to seek help has several children, limited finances, and no place to go (Heppner, 1978). The lack of available resources, including finances, social support, support services, education, and job training may discourage women who have experienced domestic violence from seeking help (Ruiz-Perez et al., 2006).

Holding onto hope. There is a three-part cycle in the abusive relationship: the honeymoon, the set up stage, and the abuse incident (WDVC, 2009). After the explosive incident occurs, abusive relationships cycle back to the honeymoon stage. The return to the honeymoon stage is fueled when the abuser feels guilt, tries to rationalize his violent behavior, asks for forgiveness, shifts to non-abusive and charming behavior, and then promises the abuse will never happen again. The swing of the abuser's behavior from abusive to enchanting usually earns forgiveness and provides hope that things will change and become better (Alsaker et al., 2008). The victim convinces herself that everything will be fine and she does not need to seek help. Nevertheless, the cycle often repeats itself, and the honeymoon stage becomes shorter and shorter until the relationship ends (WDVC, 2009).

Counseling Women Who Have Experienced Domestic Violence

Women who experience abuse may show battered woman syndrome; this syndrome may include intrusive memories, ongoing fear, depression, anxiety, sleep disorders and a form of PTSD (Collins and Collins, 2005; Heppner, 1978; Ruiz-Perez et al., 2006). Some abusers still threaten or manipulate their victims even after the

relationship is severed. Many believe they will never be safe and free from abuse unless their abuser is dead (Collins and Collins, 2005). Obviously, counselors and therapists working with woman who have experienced domestic violence of domestic violence need to focus on safety issues and empowerment.

Rapport with women who have experienced domestic violence is extremely important. They must trust that the counselors or therapists understand and accept the situation. Women who have experienced domestic violence need to feel validated, believed, understood, and secure to talk about experiences (Collins and Collins, 2005). Long term counseling goals should focus on clients' emotional and cognitive stability, behavioral adjustments, developmental opportunities, healthy relationships, and social support (Collins and Collins, 2005). Art therapy can provide the support and help these women need.

Art Therapy

Art therapy integrates the constructs of art and psychology. The American Art Therapy Association (AATA, 2009) defined art therapy as:

A mental health profession that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, and achieve insight (para. 1).

Art therapy focuses on how images and personal expression reflect emotional experiences (Lusebrink, 1990). Unlike verbal therapy, the unique benefits of art therapy

include the creative experience and the expression of feelings which may be impossible in words (Lusebrink, 1990; Rubin, 1999). Art therapy provides a non-threatening way to narrate life experience. The creative process involves the body, mind, and spirit; it offers the individual a new way of seeing and being (Rubin, 1999). The art becomes a connection of the inner and outer world and serves to reduce self-consciousness and enhance self-reflection (Rubin, 1999).

Cognitive Behavioral Art Therapy. Cognitive behavioral approaches combine cognitive and behavioral psychological theories. This approach views human behaviors as a learning process; it focuses on the process of maladaptive feelings and behaviors, and aberrant behavior is maintained by the environment and situation (Rubin, 2001). Cognitive behavioral approaches are helpful when working with individuals who have experienced domestic violence or abuse; the approach can be used to ameliorate negative emotional and behavioral responses (Child Welfare Information Gateway, 2007). An individual's behaviors during art making provides information for therapeutic intervention (Rubin, 1999). Cognitive behavioral therapeutic intervention supports educational objectives which helps the individual identify patterns of misperception or the thought processes supporting the problems; strategies are used to learn new and adaptive ways to think, behave, and respond.

Writing in Counseling and Art Therapy

Writing can be a useful therapeutic tool to provide individuals opportunities for self-expression and control. Writing can also help individuals facilitate changes in attitude and behaviors (Palmer, Biller, Rancourt, and Teets, 1997). In the study *Iterative bibliotherapy*, Palmer et al. examined a cognitive-behavioral shift in the emotional life of

an abused woman in treatment. The participant read a story, related herself to the character in the story, reframed her situation, and wrote a daily journal; during the course of the study she experienced many changes. Her self-esteem increased, and she had increased confidence to make life decisions. Through the writing, she was able to release her emotions, transfer her experiences and situations to an externalized character, realize the problems of the character in the story, start looking for the solutions to the problems, and ultimately change her own behavior (Palmer, et al., 1997).

The Draw a Story Assessment (DAS)

The Draw a Story assessment was developed by Dr. Rawley Silver to be used with individuals or in groups. Two forms, Form A and Form B, were provided to the respondents while they took the DAS assessment; each form contained fourteen drawings, including people, animals, places, and things and were introduced. The response to the drawing task is assumed to project thoughts and feelings which can be used to assess depression and violent behaviors in children and adolescents (Silver, 2007). The directions for the DAS assessment are as following:

Choose two picture ideas and imagine a story, something happening between the pictures you choose. When you are ready, draw a picture of what you imagine. Show what is happening in your drawing. You can make changes and draw other things, too. When you finish drawing, write a title or a story. Tell what is happening and what may happen later on (Silver, 2007, p.12).

The art directive in this study was different from the Drawing a Story assessment. A set of images from fairy tales, such as Snow White, Sleeping Beauty, and Cinderella was provided to participants. The participants would choose one set from which to

create their fairy tale and write a story. The participants were told there was no prince to save the princess in the story; she was encouraged to articulate her own resolution to save the princess.

Perceptions of Domestic Violence and Abusive Behaviors

There is extensive research focusing on domestic violence, particularly on the collection of occurrence statistics and the impact of domestic violence on women and children. However, little research has examined the cultural differences in perceptions of domestic violence. This study investigated and compared perceptions of domestic violence of professionals, college students, and women who have experienced domestic violence in the U.S. and Taiwan. Additionally, an art-based intervention was used to examine and understand the life experiences, thoughts, and feelings of women who had experienced domestic violence.

In Taiwan, many families and couples confuse the signs of psychological abuse, isolation, and control as signs of being cared for and loved. Moreover, some couples may use threats, intimidation, or isolation to manipulate or control each other (Ma, 2010). As a result, they unconsciously emotionally and psychologically abuse each other in their intimate relationship because they have no idea what constitutes psychological abuse (Ma, 2010).

My research questions were as follows:

- 1) How do perceptions of domestic violence and abuse differ in the U.S. and Taiwan?
- 2) How do perceptions of domestic violence and abuse impact the reporting of domestic violence and abuse?

- 3) Do cultural influences inform personal narratives and responses to art-based intervention regarding experiences of domestic violence?

My hypotheses for these research questions were:

- 1) Many behaviors considered to be domestic violence in the U.S. will not necessarily be seen as such in Taiwan;
- 2) The participants in Taiwan will have different perceptions and higher tolerance of abusive behaviors than participants in the U.S.;
- 3) The female participants from each culture who had experienced domestic violence will create stories in an art therapy self story intervention which will parallel their own stories.

CHAPTER 2

METHOD

This study utilized a mixed methods design. It consisted of a quantitative survey and qualitative case studies.

Participants

Participants in the study included professionals and college students who responded to the domestic violence survey. Additionally, two women, one in the United States and one in Taiwan, who had experienced domestic violence participated in the case study part of the study. The mental health professionals included therapists, counselors, and social workers from agencies, shelters or nonprofit organizations that offered services to women who experienced domestic violence. Approximately half of the mental health professionals were from the U.S., and half from Taiwan. The age range of the professional participants targeted were 25 to 35 year olds. This range was not arbitrary; since the Taiwanese Congress passed the Domestic Violence Prevention Act in 1998, this age range included the first generation of professions who had been educated to understand the concepts and behaviors informing the Domestic Violence Prevention Act when they started studying in this field.

The college students were a sample of convenience selected from different majors in the U.S. and Taiwan. Half of the college students were from a small university in the Midwestern U.S.; the other half were from a small national university in southern Taiwan.

Two women who experienced domestic violence provided case study information. One was from the U.S. and the other from Taiwan; their demographics were similar. Each

participated in a single art therapy session and chose a set of images from fairy tales from which to create a narrative. Each identified herself as the heroine or the princess in the story and were asked to create a story without a hero or prince. The two women who experienced domestic violence, also completed a survey before the art therapy session. The intention of the directive, providing a story in which the heroine was not reliant on a prince to save her, was designed to empower women who had experienced domestic violence, while encouraging them to make independent decisions.

Different agencies, shelters, nonprofit organizations and the participating universities were contacted to obtain participants. All participants were informed their participation was voluntary, and their responses would remain confidential. Moreover, all participants were informed that the Emporia State University Institutional Review Board for the treatment of human subjects had reviewed and approved the research design (see Appendix A). All participants provided informed consent.

Instruments

I administered a domestic violence survey to all participants to measure perceptions toward domestic violence behaviors (see Appendices F and I). Items addressed: 1) demographic information, including: gender, age, marital status, occupation/major, and work experience; 2) personal experience of physical abuse and physical punishment; 3) personal experience with domestic violence; 4) whether or not family and friends had experienced domestic violence; 5) perceptions of domestic violence behaviors which included five constructs: physical and sexual abuse, psychological, emotional and verbal abuse, isolation and control, financial or economic control; and 6) cultural influences on perceptions of domestic violence and abuse.

Eight items in Part I collected data on 1) demographics, 2) personal experience of physical abuse and corporal punishment, 3) personal experience with domestic violence, and 4) family and friends who had experience domestic violence. The questions were multiple choice; the participants were to select all answers that applied to each question.

There were 40 Likert Scale items in Part II of the survey which were used to measure perceptions of domestic violence behaviors. The items addressing the five constructs were randomly presented in the survey. Responses rated the agreement of domestic violence behaviors, from: 1= completely disagree, 2= disagree, 3= both agree and disagree, 4= agree, 5= completely agree.

Each item in Part II addressed a different type of abusive behavior in an intimate relationship, and the behaviors varied from mild to severe. Items of physical and sexual abuse were informed and reformed from Conflict Tactics Scales (CTS2) (Straus, Hamby, Boney-McCoy, and Sugarman, 1996). For items one to 34, participants were asked to “agree” or “completely agree.” For items 35 to 40, participants were asked to “disagree” or “completed disagree.”

A low score in items one to 34 reflected limited understanding of domestic violence and abusive behaviors in intimate relationships. Scoring on items 36 to 40 indicated the opposite; a low score represented less influence by culture on perceptions of domestic violence and abuse. Since the survey was designed for this study, reliability and validity have not established; however, items on physical and sexual abuse were based on the CTS2.

Procedure

In the U.S., agencies, shelters, nonprofit organizations, and the university were contacted by email to obtain approval to send surveys (see Appendix B and C). Following initial contact, a survey packet was mailed or emailed to students and professional participants. The packet contained an informed consent form (see Appendix D and E), a perception of domestic violence survey (see Appendix F), and a stamped envelope. Participants agreed to participate in this study by completing and mailing the survey to the address or responding via email to the email address provided. All participants were informed their participation in the study was voluntary and their identities would remain confidential.

In Taiwan, agencies, shelters, nonprofit organizations, and the university were contacted by email to obtain approval to send surveys (see Appendix B and C). Following initial contact, a survey packet was mailed or emailed to students and professional participants. The packet contained a Chinese version of the informed consent form (see Appendix G and H), a Chinese version of the perception of domestic violence survey (see Appendix I), and a stamped envelope. Participants agreed to participate in this study by completing and mailing the survey to the address or responding via email to the email address provided. All participants were informed their participation in the study was voluntary and their identities would remain confidential.

For the case studies, agencies, shelters, and nonprofit organizations were contacted and asked to identify two women to participate (one from the U.S. and the other from Taiwan). One art therapy session with each participant was conducted. Each participant was informed her participation was voluntary and her identity would remain

confidential. After participants signed the consent form (see Appendix J and K), they completed the perception of domestic violence survey (see Appendix F and I) and were given the art directive (see Appendix L).

The art directive was to make a story; each participant would use a set of images from fairy tales, such as Snow White, Sleeping Beauty, and Cinderella, to create her fairy tale. The difference between the original fairy tale and the fairy tale created by the participant was that there would not be a prince to save the princess; the princess had to save herself. The art directive was designed to encourage the participant to explore her abusive relationship with her partner, share her experience, reframe her story, and encourage her to make her own decisions in a non-directing and non-threatening way. After the participant finished her art piece, I encouraged her to talk about what she felt before and after making the story. I documented the art making process and the participants' thoughts and feelings.

CHAPTER 3

RESULTS

Demographic Characteristics of Participants

A total of 109 participants responded to and completed the survey. From the U.S., there were 31 college students, 15 professionals, and one case study volunteer a woman who had experienced domestic violence. From Taiwan, there were 37 college students, 24 professionals, and one case study volunteer who had experienced domestic violence. In the U.S., the college students were between 18 and 29 years old of age; the age of the college participants from Taiwan was between 18 and 22. This difference in student age was because there were many non-traditional students in the U.S.; this is rare in Taiwan.

The data from the 40 items collected in Part II of the Perception of Domestic Violence Behaviors Survey from the six non-traditional the U.S. students were compared to the data on the same 40 items which was collected from the other 25 U.S. college students by using an independent T test. The results showed no significant difference on 35 items and a significant difference on five. These five items were items eight ($t=.31$, $df=29$, $p<.05$), 13 ($t=.26$, $df=29$, $p<.05$), 26 ($t=.51$, $df=29$, $p<.05$), 31 ($t=.80$, $df=29$, $p<.01$), and 35 ($t=.53$, $df=29$, $p<.05$). Nonetheless, the data from the non-traditional students was included in the study since the numbers of non-traditional students in college in the U.S. is one of the cultural differences between Taiwan and the U.S..

Originally, the plan was to survey professionals between the ages of 23 to 35. However, only 19 responses from professionals in that age range in Taiwan were received. As a result, professionals up to age 38 were included, because it maintained the spirit surveying those who had studied mental health within the time frame the Domestic

Violence Prevention Act was passed by the Taiwanese Congress. Table 1 presents the data of all 109 participants, including the number of participants from the U.S. and Taiwan, their basic demographic information, and personal experiences of domestic violence as collected in Part I of the Perception of Domestic Violence Behaviors Survey.

Table 1
Demographics of All Survey Respondents from the United States and Taiwan (n=109)

Characteristics	The United States		Taiwan	
	<i>n</i>	%	<i>n</i>	%
Number of Participants	47	43.1	62	56.9
Gender				
Male	9	8.3	7	6.4
Female	37	33.9	54	49.5
Age				
18-22	25	22.9	37	33.9
23-30	15	13.8	12	11.0
31-38	6	5.5	12	11.0
Group				
College students	31	28.4	37	33.9
Professions	15	13.8	24	22.0
Case study	1	0.9	1	0.9
Experience of				
Physical abuse	7	6.4	20	18.3
Physical punishment	27	24.8	60	55.0
Domestic violence	16	14.7	15	13.8
Physical abuse by				
Parents or guardians	6	5.5	13	11.9
Partner	5	4.6	0	0.0
Teacher	0	0.0	13	11.9
Physical Punishment by				
Parents or guardians	26	23.9	44	40.4
Partner	2	1.8	1	0.9
Teacher	2	1.8	54	49.5
Result of physical punishment				
Bruising	5	4.6	35	32.1
Physically injured	1	0.9	6	5.5

Table 1 identifies that 83.4% of participants were female, 56.8% were in the age range of 18-22, 62.3% were college students and 35.8% were professionals. The data

revealed that 6.4% of participants from the U.S. reported being physically abused; 5.5% were physically abused by parents or guardians, and 4.6% were physically abused by a partner. Nearly 25% of participants from the U.S. reported experiencing physical punishment; 23.9% received physical punishment from parents or guardians, 1.8% received physical punishment from a partner, and 1.8% received physical punishment from an elementary school teacher. Interestingly, all participants who reported receiving physical punishment from an elementary school teacher were immigrants from other countries, who had immigrated to the United States more than 15 years before. Nearly five percent (4.6%) of participants had been bruised as a result of physical punishment and 0.9% had been physically injured; the participant who reported being physically injured was a woman who had experienced domestic violence.

Of the 18.3% of the participants from Taiwan who reported being physically abused, 11.9% were physically abused by parents or guardians, none were physically abused by partners, and 11.9% were physically abused by teachers at school. Over 50% of participants from Taiwan reported having experienced physical punishment; 40.4% had received physical punishment from parents or guardians, 0.9% had received physical punishment from a partner, and nearly 50% had received physical punishment from teachers (including teachers in elementary school, middle school, and high school). Nearly one-third of participants had been bruised as a result of physical punishment and 5.5% had been physically injured as a result of physical punishment; one of the participants who reported being physically injured was the woman who had experienced domestic violence. The woman who had experienced domestic violence reported being physically injured as a result of receiving physical punishment by her partner but did not

report that she was physically abused by her partner. Overall, 14.7% of participants from the U.S. reported having experienced domestic violence and 13.8% of participants from Taiwan reported experiencing domestic violence, including physical and other types of abuse.

Table 2 presents a description of the 68 college participants from the U.S. and Taiwan, including their demographics and reported personal experience of domestic violence as collected in Part I of the Perception of Domestic Violence Behaviors Survey.

Table 2

Demographic Data for the College Students from the United States and Taiwan

Characteristics	The United States (<i>n</i> =31)		Taiwan (<i>n</i> =37)	
	<i>n</i>	%	<i>n</i>	%
Gender				
Male	8	25.8	4	10.8
Female	23	74.2	33	89.2
Age				
18-22	25	80.6	37	100.0
23-29	6	19.4	0	0.0
Experience of				
Physical abuse	2	6.5	5	13.5
Physical punishment	16	51.6	36	97.3
Domestic violence	8	25.8	4	10.8
Physical abuse by				
Parents or guardians	1	3.2	4	10.8
Partner	1	3.2	0	0.0
Teacher	0	0.0	3	8.1
Physical Punishment by				
Parents or guardians	16	51.6	27	73.0
Partner	0	0.0	0	0.0
Teacher	0	0.0	32	86.5
Result of physical punishment				
Bruised	2	6.5	17	45.9
Physically injured	0	0	0	0

As identified in Table 2, 6.5% of college participants from the U.S. reported being physically abused; 3.2% were physically abused by parents or guardians and 3.2% were physically abused by a partner. More than 50% had experienced physical punishment; of those, all received physical punishment from a parent or guardian. In addition, 6.5% of the college participants had been bruised as a result of physical punishment, but none of reported being physically injured.

In Taiwan, 13.5% of college participants reported being physically abused; 10.8% were physically abused by parents or guardians, none were physical abuse by a partner, and 8.1% were physically abused by teachers at school. Only 2.7% of college participants from Taiwan had not experienced any physical punishment, while 97.3% of college participants reported experiencing physical punishment; 73% received physical punishment from parents or guardians, none from a partner, and 86.5% received physical punishment from teachers (including elementary school, middle school, and high school teachers). Nearly 46% of college participants had been bruised as a result of physical punishment and none reported being physically injured as a result of physical punishment. Overall, 25.8% of college participants from the United States reported having experienced domestic violence; 10.8% of college participants from Taiwan reported experiencing domestic violence.

Table 3 presents the demographic information for the 39 professional participants from the U.S. and Taiwan; it includes personal experiences of domestic violence as collected in Part I of the Perception of Domestic Violence Behaviors Survey. Most of the professional participants were social workers and shelter advocates; there were two counselors/therapists from the U.S. and three counselors from Taiwan. All of the participants in the professional groups had direct experience working with people who had experienced domestic violence.

Table 3

Demographic Data for the Professions from the United States and Taiwan

Characteristics	The U.S. (n=15)		Taiwan (n=24)	
	n	%	n	%
Gender				
Male	1	6.7	3	12.5
Female	14	93.3	21	87.5
Age				
24-30	9	60.0	12	50.0
31-38	6	40.0	12	50.0
Experience of				
Physical abuse	5	33.3	15	62.5
Physical punishment	11	73.3	24	100.0
Domestic violence	8	53.3	11	45.8
Physical abuse by				
Parents or guardians	5	33.3	9	37.5
Partner	4	26.7	0	0.0
Teacher	0	0.0	10	41.7
Physical Punishment by				
Parents or guardians	10	66.7	17	70.8
Partner	2	13.3	1	4.2
Teacher	2	13.3	22	91.7
Result of physical punishment				
Bruised	2	13.3	18	75.0
Physically injured	0	0.0	5	20.8

One-third of professional participants from the U.S. reported being physical abused; 33.3% were physically abuse by parents or guardians and 26.7% were physically abused by partners. In addition, 73.3% of professional participants reported they had experienced physical punishment; 66.7% received physical punishment from parents or guardians, 13.3% received physical punishment from partner, and 13.3% received physical punishment from the teacher of elementary school. Those who reported receiving physical punishment from elementary teachers were immigrants from other countries. There were 13.3% who had been bruised as the result of physical punishment, and none reported physically injured.

Of the professional participants from Taiwan, 62.5% reported being physical abused; 37.5% were physically abused by parents or guardians, none were physically abused by partners, and 41.7% were physically abused by teachers. A remarkable statistic shown in Table 3 was that 100% of professionals surveyed from Taiwan had experienced physical punishment; 70.8% received physical punishment from parents or guardians, 4.2% received physical punishment from a partner, and more than 90% received physical punishment from teachers at school, from elementary school until high school. Of these, 75% had been bruised as the result of physical punishment and 20.8% had been physically injured. Additionally, 53.3% of the U.S. professionals reported experiencing domestic violence, and 45.8% of Taiwanese professionals reported experiencing domestic violence.

Reliability and the Instrument Constructs

There were 40 items in Part II of the Perception of Domestic Violence Behaviors Survey which covered five constructs. Reliability analyses were conducted on the

collected data using Cronbach's Alphas on each of the five constructs; these included perceptions of 1) physical and sexual abuse, 2) psychological, emotional and verbal abuse, 3) isolation and controlling behaviors, 4) financial or economic control, and 5) cultural influences on perceptions of domestic violence and abuse. Construct One included eight items which contained physical (three items) and sexual abuse (five items). Construct Two included 12 items which contained psychological, emotional (eight items) and verbal abuse (four items). Construct Three included eight items which contained isolation (four items) and controlling behaviors (four items). Construct Four included five items which contained financial or economic control. Construct Five included five items which contained perceptions of domestic violence and abuse that were affected by cultural and family background. Item One was dropped since it was not highly correlated with other items in any construct. Reliability for the five constructs were .70, .83, .75, .71, and .68. The results of Cronbach's Alphas confirm adequate reliability of all the constructs.

Perception of Domestic Violence Behaviors

Univariate ANOVAs examined whether any significant differences existed between the groups related to country, and college students versus professionals. The study used the standard Alpha level of .05 for all statistical analyses. Table 4, Table 5, Table 6, Table 7, and Table 8 present the descriptive statistics of overall mean scores and standard deviations for all participants regarding the five constructs; mean and standard deviations for the 39 individual items in the perception of domestic violence behaviors survey are also provided. Table 4 contains data on Construct One: physical and sexual abuse items including items 3, 9, 10, 16, 24, 31, 32, and 33; Table 5 contains data on Construct Two: psychological, emotional, and verbal abuse including items 2, 6, 7, 13, 14,

15, 18, 20, 21, 22, 23, and 27; Table 6 contains data from Construct Three: isolation and controlling behaviors including item 4, 11, 12, 17, 26, 28, 29, and 34; Table 7 contains data from Construct Four: financial or economic control including items 5, 8, 19, 25, and 30; Table 8 contains data from Construct Five: cultural influences on perceptions of domestic violence and abuse including items 35, 36, 37, 38, 39, and 40. The 39 individual items were listed according to the type of abuse which the item addressed. Missing data were substituting by the means of each item. Table 9 presents the descriptive statistics of mean scores and standard deviations for each group regarding the five constructs; the groups were the professional from the U.S., the college student from the U.S., the professional from Taiwan, and the college student from Taiwan. Table 10 presents main effects of the univariate ANOVAs for Perception of Domestic Violence Behaviors.

Table 4

Means and Standard Deviations of the Construct One: Physical and Sexual Abuse and Individual Items

Item	The U.S.		Taiwan	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Physical and Sexual Abuse	4.36	0.53	4.31	0.44
3. Having unwanted sex with a boyfriend/ girlfriend or husband/wife is sexual abuse.	4.74	0.44	4.35	0.81
9. Bruises due to physical punishment are abuse.	4.66	0.73	3.97	0.98
10. Unwanted videotaping or photographing of sexual acts or postures is sexual abuse.	4.77	0.48	4.66	0.57
16. It is abuse to induce or insist a woman has an abortion.	4.43	0.77	4.45	0.78
24. It is abuse to infect someone with sexually transmitted diseases (STDs).	3.91	1.20	4.11	1.18
31. Corporal (physical) punishment is a type of physical abuse.	4.04	1.12	3.94	1.01
32. It is abuse to throw something at a partner that could hurt.	4.37	0.79	4.52	0.59
33. Insisting on anal sex is abuse.	3.98	1.09	4.50	0.70

Table 5

Means and Standard Deviations for Construct Two: Psychological, Emotional and Verbal Abuse and Individual Items

Item	The U.S.		Taiwan	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Psychological, Emotional and Verbal Abuse	4.0	0.68	3.78	0.45
2. It is abuse to use name-calling when people are arguing.	3.91	0.95	4.21	0.89
6. Using threats of suicide in an attempt to prevent a partner from leaving a relationship is abuse.	4.51	0.72	4.48	0.84
7. If a person yells/shouts at his/her partner when he/she is angry, it is a type of abuse.	3.60	1.16	3.35	0.94
13. Fault finding is a type of abuse.	3.65	1.09	3.00	0.89
14. It is abuse to use threats of taking away the children in order to keep a partner in relationship.	4.54	0.68	4.24	0.90
15. A person is being abused when his/her husband/wife or boyfriend/girlfriend blames everything on him/her.	4.15	0.86	4.03	0.91
18. It is emotional abuse when someone's boyfriend/girlfriend or husband/wife makes them feel guilty.	3.70	1.04	4.00	0.83
20. Verbal abuse is just as serious and damaging as physical or sexual abuse.	4.40	0.88	4.44	0.76
21. Playing mind games is a type of abuse.	4.17	0.99	4.18	0.78
22. A person can abuse his/her boyfriend/girlfriend or husband/wife by refusing to do things for them.	3.30	1.10	3.08	1.16
23. People can use disrespectful words to abuse others.	4.26	0.85	2.44	1.51
27. It is abuse to do something to spite a partner.	3.77	0.98	3.89	0.87

Table 6

Means and Standard Deviations for Construct Three: Isolation and Controlling Behaviors and Individual Items

Item	The U.S.		Taiwan	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Isolation and Controlling Behaviors	4.8	0.55	4.19	0.51
4. A husband/wife or boyfriend/ girlfriend not allowing his/her partner to hang out with friends, is one type of abusive behavior.	4.23	0.81	3.95	1.02
11. Alienating someone from his/her family after marriage is a type of abuse.	4.52	0.68	4.40	0.82
12. It is abuse if a person can only do grocery shopping with his/her partner's assistance.	3.79	1.04	4.15	1.01
17. If a husband/wife or boyfriend/girlfriend requires a strict account of time his/her partner went out, and blames him/her for coming back too late, it is a type of abuse.	4.04	1.0	3.98	0.93
26. When a husband/wife does not allow his/her spouse to continue studying after marriage, it is a type of abuse.	4.15	0.86	3.98	0.80
28. When a husband/wife or boyfriend/ girlfriend does not allow his/her partner's friend to call him/her, it is a type of abuse.	4.06	0.79	4.31	0.74
29. It is abuse to take away the children and not allow the father/mother to see them again.	4.10	1.01	4.52	0.70
34. Slapping a partner is abuse.	4.57	0.65	4.24	0.90

Table 7

Means and Standard Deviations of Construct Four: Financial or Economic Control and Individual Items

Item	The U.S.		Taiwan	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Financial or Economic Control	3.98	0.68	3.86	0.59
5. It is financial abuse if all properties are in the name of only one of the partners in an intimate relationship.	3.49	1.06	3.63	1.01
8. A husband/boyfriend or wife/ girlfriend not allowing his/her partner to work outside the home, is one type of abusive behavior.	4.30	0.78	3.85	1.00
19. It is abuse when a husband/wife destroys something belonging to his/her partner.	4.15	0.81	3.84	0.89
25. It is abuse when a husband/wife destroys his/her wife/husband's property.	4.21	0.86	3.81	0.99
30. When a husband/wife or boyfriend/ girlfriend makes his/her partner have a lot of liabilities, it is abuse.	3.75	0.84	4.16	0.87

Table 8

Means and Standard Deviations for Construct Five: Cultural Influences on Perceptions of Domestic Violence and Abuse and Individual Items

Item	The U.S.		Taiwan	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Cultural Influences on Perceptions of Domestic Violence and Abuse	2.06	0.57	2.35	0.73
35. Physical abuse only occurs when a person gets a physical injury.	1.81	1.06	1.53	1.05
36. A woman cannot be raped by her husband.	1.35	0.81	1.48	1.04
37. Physical punishment is acceptable in some situations.	2.43	1.04	3.32	1.17
38. When a person does not do what he/she should do, the person deserves some punishment.	2.21	1.06	3.00	1.07
39. Physical punishment will help a person to remember his/her mistake and prevent him/her from making the mistake again.	2.36	1.07	2.66	1.01
40. Children are parents' property.	2.19	1.06	2.10	1.25

Table 9

Means and Standard Deviations for Each Construct: Country and Professional

Construct	The U.S.				Taiwan			
	Professional		Student		Professional		Student	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Physical	4.77	0.30	4.15	0.51	4.29	0.51	4.33	0.40
2. Psychological	4.51	0.48	3.74	0.64	3.74	0.39	3.81	0.50
3. Isolation	4.65	0.28	3.96	0.52	4.17	0.45	4.21	0.55
4. Financial	4.57	0.49	3.69	0.58	3.56	0.58	3.92	0.60
5. Cultural	1.68	0.49	2.24	0.53	1.90	0.65	2.63	0.64

Table 10

Main effects of the univariate ANOVAs for Perception of Domestic Violence Behaviors

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Physical and Sexual Abuse					
Country	.533	1	.533	2.667	.106
Professional	1.953	1	1.953	9.764	.002
Country by Professions	2.610	1	2.610	13.048	.000
Psychological, Emotional and Verbal Abuse					
Country	2.910	1	2.910	10.786	.001
Professional	2.983	1	2.983	11.058	.001
Country by Professions	4.184	1	4.184	15.512	.000
Isolation and Controlling Behaviors					
Country	.307	1	.307	1.270	.262
Professional	2.500	1	2.500	10.354	.002
Country by Professions	3.266	1	3.266	13.526	.000
Financial or Economic Control					
Country	2.071	1	2.071	6.201	.014
Professional	3.090	1	3.090	9.256	.003
Country by Professions	6.464	1	6.464	19.359	.000
Cultural Influences on Perceptions of Domestic Violence and Abuse					
Country	2.230	1	2.230	6.306	.014
Professional	9.994	1	9.994	28.256	.000
Country by Professions	.155	1	.155	.440	.509

Analysis of Data for Each Construct Measured

Physical and Sexual Abuse. There was no significant difference between the U.S. and Taiwan, $F(1, 103) = 2.667, p > .05, \omega^2 = .1$. There was, however, a significant difference between college students and professionals, $F(1, 103) = 9.764, p < .01, \omega^2 = .369$. The professionals' ratings from the U.S. was significantly higher than others ($M = 4.77, SD = 0.30$). There was a significant interaction effect between the country and college students and professionals, $F(1, 103) = 13.048, p < .001, \omega^2 = .493$. This indicated that college students and professionals were affected differently, by country, on perceptions of physical and sexual abuse behaviors.

Psychological, Emotional and Verbal Abuse. There was a significant difference between the U.S. and Taiwan, $F(1, 103) = 10.786, p < .01, \omega^2 = .281$. The participants' ratings from the U.S. was significant higher than Taiwan ($M = 4.0, SD = 0.68$). There was also a significant difference between college students and professionals, $F(1, 103) = 11.058, p < .01, \omega^2 = .288$. The professionals' ratings from the U.S. was significantly higher than others ($M = 4.51, SD = 0.48$). There was a significant interaction effect between the country and college students and professionals, $F(1, 103) = 15.512, p < .001, \omega^2 = .404$. This indicated that college students and professionals were affected differently by country on perceptions of psychological, emotional and verbal abusive behaviors.

Isolation and Controlling. There was a no significant difference between the U.S. and Taiwan, $F(1, 103) = 1.27, p > .05, \omega^2 = .048$. There was a significant difference between college students and professionals, $F(1, 103) = 10.354, p < .01, \omega^2 = .396$. The professionals' rating from the U.S. was significantly higher than others ($M = 4.65, SD =$

0.28). There was a significant interaction effect between the country and college students and professionals, $F(1, 103) = 13.526, p < .001, \omega^2 = .517$. This indicated that college students and professionals were affected differently by country on perceptions of isolation and controlling behaviors.

Financial or Economic Control. There was a significant difference between the U.S. and Taiwan, $F(1, 103) = 6.201, p < .05, \omega^2 = .173$. The participants' ratings from the U.S. was significantly higher than Taiwan ($M = 3.98, SD = 0.68$). There was a significant difference between college students and professions, $F(1, 103) = 9.256, p < .01, \omega^2 = .258$. The professional's rating from the U.S. is significantly higher than others ($M = 4.57, SD = 0.49$). There was a significant interaction effect between the country and college students and professions, $F(1, 103) = 19.359, p < .001, \omega^2 = .541$. This indicated that college students and professionals were affected differently by country on perceptions of financial or economic controlling behaviors.

Cultural Influences on Perceptions of Domestic Violence and Abuse. There was a significant difference between the U.S. and Taiwan, $F(1, 103) = 6.306, p < .05, \omega^2 = .139$. The participants' ratings from the U.S. was significantly lower than Taiwan ($M = 2.06, SD = 0.57$). There was a significant difference between college students and professionals, $F(1, 103) = 28.256, p < .001, \omega^2 = .63$. The professionals' ratings from both the U.S. ($M = 1.68, SD = 0.49$) and Taiwan ($M = 1.90, SD = 0.65$) were significantly lower than college student. There was no significant interaction effect between the country and college students and professionals on the cultural value of perception of domestic violence behaviors, $F(1, 103) = .44, p > .05, \omega^2 = .008$. This indicated that

college students and professionals were not affected differently by country on cultural value of perception of domestic violence behaviors.

Case Studies

The Participant from the United States. The volunteer from the U.S. who experienced domestic violence and participated in a single art therapy session was a white, 27 year-old female who had two children; one was 7 years-old and the other was 4 years-old. The participant was physically abused by her second child's father during her pregnancy and was hospitalized for a week due to serious injuries. She decided to leave her abuser to keep herself and her baby safe. The fairy tale images she chose were from Snow White®. She colored the images and drew all the images around them. She kept the name "Snow White" for the princess, and the story she created was as follows:

The evil witch was hired by the stepmother to poison Snow White (see Figure 2). As Snow White danced, the witch approached her with an apple to cure her hunger. Snow White thought long and hard and threw it out (see Figure3). Snow White gasps as the truth of her evil mother's murder plot. She decides to give him the apple so he will not return. She runs off to find safety of her own now (see Figure 4). Later the evil stepmother upset, seeing in her magical mirror the events that had unfolded and her planned failed. It only allowed Snow White to find her prince (see Figure 5). As Snow White ran from the plot of her death. She came across the man of her dreams. He swooped her on to his horse to take home and keep her safe (see Figure 6).

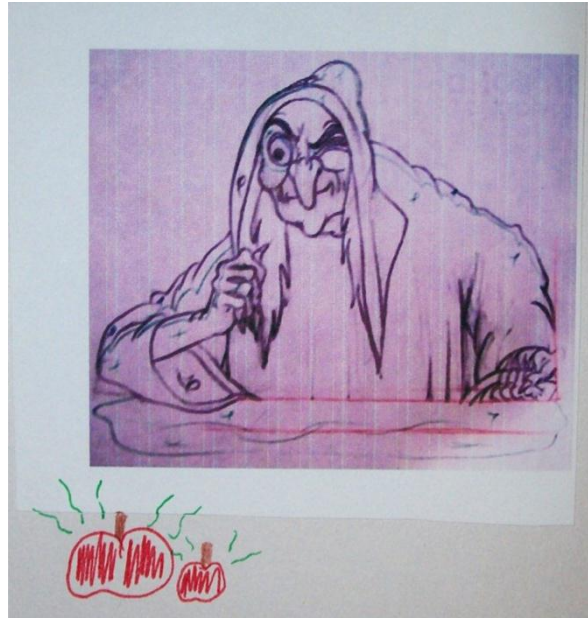


Figure 2. The Story of Snow White: The Evil Witch.



Figure 3. The Story of Snow White: Snow White Danced.



Figure 4. The Story of Snow White: Evil Mother's Murder Plot.



Figure 5. The Story of Snow White: The Evil Stepmother Upset.



Figure 6. The Story of Snow White: Snow White Came Across The Man of Her Dreams.

The Participant from Taiwan. The volunteer who experienced domestic violence and participated in a single art therapy session in Taiwan was a 34 year-old female. She was divorced and had two children; one was 6 years-old and the other was 5 years-old. The participant was emotionally and psychologically abused by her husband for 3 years. Finally, she was able to divorce him by an order of the city court because she had been bruised as a result of the physical abuse from an incident. She was facing economic hardship since the divorce, as a result of financial abuse by her ex-husband. The fairy tale story she chose was Sleeping Beauty®. She named the princess “Annie,” and the story she told is the following:

Annie had a very comfortable life and she often thought that she was a happy princess (see Figure 7). The evil witch could not believe that there was someone who

could have a happier life than she. She decided to give Annie some difficulties and make her suffer (see Figure 8). An evil dragon was sent to Annie by the evil witch, and the evil dragon always tried its best to give her troubles and frustrations. Annie was psychologically abused and exhausted. All of Annie's friends left her because they were afraid that they would be cursed because of her (see Figure 9). Although Annie was hopeless and helpless, she did not want to give up. She faced the difficulties and tried to get back to normal life; then, the good fairies showed up. They encouraged Annie and made her feel loved (see Figure 10). The evil witch saw that the fairies helped Annie to overcome the challenges. She was touched by the love and care Annie and fairies had for each other. Finally, the evil witch decided to stop her stupid behaviors (see Figure 11). The fairies provided love and care which empowered and helped Annie to get away from the difficulties. Annie grew up through this incident and became a princess who was stronger and filled with love (see Figure 12).



Figure 7. The Story of Annie: Annie Had a Comfortable Life.



Figure 8. The Story of Annie: The Evil Witch.



Figure 9. The Story of Annie: An Evil Dragon.



Figure 10. The Story of Annie: Good Fairies.



Figure 11. The Story of Annie: The Evil Witch Saw Fairies Helping Annie.



Figure 12. The Story of Annie: The Fairies Provided Love and Care.

The case studies had several things in common. Both of the participants: 1) were not familiar with the fairy tales or could not remember any details of the stories, 2) asked me to tell them the original story for the images which they chose, and 3) reported that when they wrote the story, it was hard to start; however, once they started, it was easy to finish.

Although there were similarities in the case study participants' experience of the directive, there were a number of differences in the terms of their images, stories, and metaphors. The participant from the U.S., chose images from Snow White®, she said she liked art, drawing, and hand crafts. She was excited when I laid out all the materials and gave her the art directive. Although she was not familiar with fairy tales, she did not ask for my assistance in completing the story. In her story, Snow White did not receive help from others, instead, she avoided or escaped dangerous situations by defending herself by

being suspicious of others or using violence to protect herself. Additionally, she wanted the stepmother, the evil witch, to see that she was happy and found a prince. Snow White wanted to say “You have no control over me” to the evil witch.

The participant from Taiwan, Annie, initially insisted on help to create her story. While writing, she stated was not sure about what kind of story I wanted and asked me for an “answer.” Several times she asked “Is this the story you want?” and “Do you think that I am finished?” In her story, “magical” fairies represented clinical mental health professionals. After she completed her story, she told me that I could decorate it “the way I want” (relinquishing self advocacy). Overall, her response made me feel that she was making the story to please me, not for herself.

CHAPTER 4

DISCUSSION

The data collected in Demographic from the surveys administered to college students and professionals in the U.S. and Taiwan demonstrated several results worth discussing. For example, in both the college student and professional groups from Taiwan, more participants had received physical punishment, and more had bruised or been physically injured as a result of physical punishment than the U.S. participants. Interestingly, although more participants in Taiwan had been bruised or physically injured as a result of physical punishment, the reported rate of physical abuse was lower than among the participants in the U.S.. In the U.S., 4.6% of participants had been bruised and 0.9% had been physically injured as a result of physical punishment, and 6.4% of the U.S. participants believed they had been physically abused. In Taiwan, 32.1% had been bruised and 5.5% had been physically injured, but only 18.3% of the Taiwanese participants believed they had been physically abused. Of these, 62.5% of Taiwanese professional participants believed they had been abused compared with 13.5% of Taiwanese college students who believed they had been abused.

There may be several reasons for this difference. First, before the Domestic Violence Prevention Act in Taiwan in 1998, physical punishment was a popular discipline both at home and school. Bruises and physical injuries as a result of physical punishment were common and people perceived it as normal. As a result, fewer Taiwanese participants would believe they had been physically abused even though they had been bruised or physically injured. Second, this may reflect participants from Taiwan had different perceptions of physical punishment and physical abuse when using U.S.

standards. Third, because of the Domestic Violence Prevention Act and professional trainings, more Taiwanese professional participants understand physically abuse than do students in Taiwan; although this may not reflect on their score of the Perceptions of Domestic Violence Survey. Finally, in comparing the data of college students and professionals in Taiwan, college students reported less experience with physical abuse, physical punishment, and domestic violence; they also reported less bruising and physical injuries as a result of physical punishment. This generational difference may a positive result of the Domestic Violence Prevention Act in Taiwan.

The results from the Perception of Domestic Violence Behaviors Survey revealed significant differences between the U.S. and Taiwan, college students and professionals, and a significant difference between the countries on perceptions of psychological, emotional and verbal abusive behaviors, as well as financial or economic controlling behaviors. For example, the professionals from the U.S. had the highest rating on these two constructs than other groups. Interestingly, the college students from Taiwan had higher rating than the professionals from Taiwan and the college students from the U.S.. This suggested the professionals from the U.S. had a more extensive understanding of these types of abusive behaviors; conversely, professionals in Taiwan as well as college students from the U.S. had limited understanding of these types of abusive behaviors. People experiences psychological, emotional and verbal abusive behaviors, as well as financial or economic controlling behaviors may not recognize that they are been abused. This may have affected the reporting of domestic violence and prevented people who had experienced abuse from seeking help.

Fairy Tales and the Hero

Fairy tales are popular stories for children (Debold et al., 1993). Movies produced by Walt Disney have made fairy tales, including Cinderella, Snow White, and Sleeping Beauty, known worldwide. Sociologists have long been interested in what girls learn from such classic, romantic fairy tales. Debold et al. (1993) analyzed fairy tale characters in the book *Mother Daughter Revolution: From Betrayal to Power*. The authors argued fairy tales usually begins with “Once upon a time there was a pretty girl, who was quiet and good.” The character is often sad because her mother died when she was a baby; the character was raised by another woman who was mean to her, but she never complained (Debold et al.). When the girl grew up, she became a lovely young woman. She was cheerful, innocent, naive, and perfect. Then, she met her hero, a rich and handsome prince who saves her and takes her away from the mean stepmother. The ending of the story was a grand marriage and the couple lived “happily ever after” (Debold et al.).

Unsurprisingly, many girls form romantic and fantastic ideas about marriage, but these are not always based in reality. Of course, fairy tales rarely mention what happens after the wedding. Nonetheless, people imagine marriage as a “happily ever after.” Children imagine the princess has children, becomes a mother, and is the perfect wife (Debold et al., 1993). Her job is to be a perfect mother and wife, who takes care of her children and husband.

Interestingly, in the art therapy session, participants from both the U.S. and Taiwan started with a less than “perfect” story. There was no “happily ever after” in the marriage; instead, there were challenges and suffering in the princess’ or heroine’s life. This revealed an interesting secondary phenomenon; the evil stepmother or witch did not directly hurt the princess in either stories; they either hired someone to kill the princess or

sent an evil dragon to hurt the princess. Also of interest was that neither participant identified the prince as the evil character although in reality the abusers were the husband or boyfriend. This may have been because the participants wanted to follow the narrative of the original fairy tales, or the participants unconsciously denied this reality.

Another interesting finding was that in Snow White's story (the participant actually choose "Snow White" as her pseudonym), she used violence to save herself; in Annie's story, the fairies represented supportive mental health professionals. This difference was relevant to participants' background. Snow White was emotional and physical abused by her relatives in her childhood; she became a problematic teenager and had some behavior issues. She learned to be tough and aggressive in order to survive. Annie did not experience any abuse from her original family; instead, her parents were very supportive. Certainly, in Annie's story, the support and love from the fairies were very important for her.

Limitations and Implications for Future Research

The results of this study suggested several limitations as well as areas to address in future research. For example, there was a lack of research related to cultural perceptions of domestic violence and violence behaviors to support this research. The sample size of each group was small, especially for the professional groups. It was difficult to get responses from clinicians working for agencies, organizations, and related departments. However, once an agency did respond, all of the advocates of the agencies or organization participated. Perhaps this was because a shelter is a special and unique environment; confidentiality was the first priority and this limited initial contact with clinicians.

Interestingly, there were more social workers and domestic advocates participating in this research than professionals with the title of counselor or therapist. The reason for low response rate from counselors is unclear. Few therapists and counselors responded, perhaps indicating I could have done more research regarding who to contact. This also may have been because a higher percentage of counselors and therapists did not work at the agencies and shelters.

Further research may explore specifically how perceptions of domestic violence and violent behaviors affect the reporting of domestic violence, as well as how to raise non-professionals' awareness and understanding of domestic violence and abusive behaviors. Implication could be that couples may need to be educated to build a more extensive understanding of domestic violence and abusive behaviors; researcher could reveal the impact of psychosocial educational efforts in building healthy interactions and relationships. Furthermore, art therapists or creative therapists may explore qualitative research on using the art directive; data could focus on both the process and the story.

Conclusions

This study explored cultural differences in occurrence and perceptions of domestic violence in the U.S. and Taiwan. Significant differences were found in multiple areas. First, more participants from Taiwan had experienced physical punishment but less believed they had been physical abused. Second, Taiwanese participants had different perceptions of 1) physical punishment, 2) psychological, emotional and verbal abuse, and 3) financial or economic control compared to the U.S. standards. Third, both the professionals from the U.S. and Taiwan were less affected by cultural influence on perception of domestic violence and abuse. Finally, the participants in the case studies

from each culture created stories which paralleled their own stories. This initial exploration of cultural differences on perceptions of domestic violence and abuse represents a step toward understanding the impact of contexts on the domestic violence reporting and psychological intervention. The study compared only perception of mental health professionals in the U.S. and Taiwan; so many more cultural contexts need exploration. Furthermore, the art-based fairy tale directive could be adapted to provide a culturally sensitive, open-ended, empowering intervention for diverse populations who have experienced domestic violence or abuse. In melting pots/tossed salad societies such as the U.S. cross cultural competency, sensitivity, and accurate understandings of cultural differences are particularly important for mental health practitioners. I hope this study will inform clinical decision and contribute to therapeutic rapport in multicultural therapeutic relationships.

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APPENDICES

Appendix A

Approval to Use Human Subjects

Appendix B

Permission Request: Professional

June 1st, 2010

In accordance with the requirements of the Teachers College at Emporia State University, as partial fulfillment of a Master's degree in Art Therapy, I would like to conduct research examining professionals', therapists', counselors', and social workers' opinion of domestic violence. This research provides perspectives of domestic violence from two different cultures. The data will be used to compare the differences of perspective on domestic violence in the United States and Taiwan.

Would you agree to distribute survey packets to those in your organization who are therapists, counselors, and social workers? I will call in a week to verify participation and then mail the surveys.

Participation is voluntary. Each participant will receive a survey packet. In the packet, there will be an informed consent form, a survey, and a stamped envelope. If the participants agree to participate in this study, they will sign the consent form and complete the survey, then mail the survey to the address on the envelope provided. No indentifying information will be collected in order to keep the participants anonymous.

The results of this study will be presented at Emporia State University for academic reasons or used for further research. Participants can request copies of the data and results.

If you have any questions regarding this study, please contact me at (620)757-9768. The advisor of the Art Therapy program at Emporia State University is Dr. Wolf Bordonaro. If you have any further questions regarding this study, you may contact her at (620)341-5809. Thank you for your time and consideration.

Sincerely,

Pei Yi Yu

Appendix C

Permission Request: University

June 1st, 2010

In accordance with the requirements of the Teachers College at Emporia State University, as partial fulfillment of a Master's degree in Art Therapy, I would like to conduct research examining college students' opinion of domestic violence. This research provides a perspectives of domestic violence based on culture norms. The data will be used to compare cultural difference in perspectives of abuse between the United States and Taiwan.

Would you agree to distribute survey packets to students at your university? I will call in a week to verify participation and then mail the surveys.

Participation is voluntary. Each participant will receive a survey packet. The packet, will contain an informed consent form, a survey, and a stamped envelope. If the participants agree to participate in this study, they will sign the consent form and complete the survey, then mail the survey to the address on the envelope provided. No identifying information will be collected in order to keep the participants anonymous.

The results of this study will be presented at Emporia State University for academic reasons or used for further research. Participants can request copies of the data and results.

If you have any questions regarding this study, please contact me at (620)757-9768. The advisor of the Art Therapy program at Emporia State University is Dr. Wolf Bordonaro. If you have any further questions regarding this study, you may contact her at (620)341-5809. Thank you for your time and consideration.

Sincerely,

Pei Yi Yu

Appendix D

Participant Informed Consent Form: Professional

Participant Informed Consent Form

I am a graduate student at Emporia State University in Emporia, Kansas. I am designing a research study to examine professionals' perceptions of domestic violence. Information from this project will help art therapists working directly with women experience domestic violence. This document is to inform you of the study and help you decide if you would like to participate.

All information will remain anonymous. Your participation is voluntary; you may choose not to participate. If you agree to participate in this study, please complete the survey, and then mail it to the address on the envelope provided or email to pyu@emporia.com.

The results of this study will be presented at Emporia State University for academic reasons or used for further research. Participants can request copies of the data and results.

If you have any questions regarding this study, please contact me at (620)757-9768. The advisor of the Art Therapy program at Emporia State University is Dr. Wolf Bordonaro. If you have any further questions regarding this study, you may contact her at (620)341-5809.

I understand that my participation is voluntary and I may withdraw at any time. I agree that completion and submission of the survey serves as my informed consent.

This proposal has been reviewed by the Emporia State University Institutional Review Board for treatment of human subjects

Appendix E

Participant Informed Consent Form: College Student

Participant Informed Consent Form

I am a graduate student at Emporia State University in Emporia, Kansas. I am designing a research study to examine the college students' perceptions of domestic violence. Information from this project will help art therapists working directly with women experience domestic violence. This document is to inform you of the study and help you decide if you would like to participate.

All information will remain anonymous. Your participation is voluntary; you may choose not to participate. If you agree to participate in this study, please complete the survey, and then mail it to the address on the envelope provided or email to pyu@emporia.com.

The results of this study will be presented at Emporia State University for academic reasons or used for further research. Participants can request copies of the data and results.

If you have any questions regarding this study, please contact me at (620)757-9768. The advisor of the Art Therapy program at Emporia State University is Dr. Wolf Bordonaro. If you have any further questions regarding this study, you may contact her at (620)341-5809.

I understand that my participation is voluntary and I may withdraw at any time. I agree that completion and submission of the survey serves as my informed consent.

Appendix F

The Perception of Domestic Violence Survey: English

Part I: Demographic Information

Gender: Male / Female Age: _____ Marital Status: Married / Unmarried / Divorced
Occupation/Major: _____ Work experience: _____(years)

※ The questions may have more than one answer, please select all that apply.

1. Have you ever been physically abuse?
 - Yes, by my parents or guardians.
 - Yes, by my partner (boyfriend/ girlfriend or husband/ wife).
 - Yes, by my teachers at school.
 - No, never.
2. Have you ever received corporal (physical) punishment?
 - Yes, from my parents or guardians.
 - Yes, from my partner (boyfriend/ girlfriend or husband/ wife).
 - Yes, from my teachers at school.
 - No, never.
3. My teachers used corporal punishment to discipline students.
 - Yes, in elementary school.
 - Yes, middle school.
 - No, never.
4. Have you ever been physically injured or bruised as a result of corporal (physical) punishment?
 - Yes, bruised.
 - Yes, physically injured.
 - No, never.
5. Have you ever had direct, personal experience with domestic violence, including physical abuse, emotional abuse, sexual abuse, economic abuse, or intimidation and threats?
 - Yes.
 - No.
6. Did you ever witness domestic violence in your home?
 - Yes.
 - No.
7. A family member of mine has had direct experience with domestic violence.
 - Yes.
 - No.
8. A close friend of mine has had direct experience with domestic violence.
 - Yes.
 - No.

Part II: Perception of Domestic Violence Behaviors

		Completely Disagree	Disagree	Both Disagree / Agree	Agree	Completely Agree
1.	Abuse occurs in many forms, not only physical.	1	2	3	4	5
2.	It is abuse to use name-calling when people are arguing.	1	2	3	4	5
3.	Having unwanted sex with a boyfriend/ girlfriend or husband/wife is sexual abuse.	1	2	3	4	5
4.	A husband/wife or boyfriend/ girlfriend not allowing his/her partner to hang out with friends, is one type of abusive behavior.	1	2	3	4	5
5.	It is financial abuse if all properties are in the name of only one of the partners in an intimate relationship.	1	2	3	4	5
6.	Using threats of suicide in an attempt to prevent a partner from leaving a relationship is abuse.	1	2	3	4	5
7.	If a person yells/shouts at his/her partner when he/she is angry, it is a type of abuse.	1	2	3	4	5
8.	A husband/boyfriend or wife/ girlfriend not allowing his/her partner to work outside the home, is one type of abusive behavior.	1	2	3	4	5
9.	Bruises due to physical punishment are abuse.	1	2	3	4	5
10.	Unwanted videotaping or photographing of sexual acts or postures is sexual abuse.	1	2	3	4	5
11.	Alienating someone from his/her family after marriage is a type of abuse.	1	2	3	4	5
12.	It is abuse if a person can only do grocery shopping with his/her partner's assistance.	1	2	3	4	5
13.	Fault finding is a type of abuse.	1	2	3	4	5
14.	It is abuse to use threats of taking away the children in order to keep a partner in relationship.	1	2	3	4	5

		Completely Disagree	Disagree	Both Disagree / Agree	Agree	Completely Agree
15.	A person is being abused when his/her husband/wife or boyfriend/girlfriend blames everything on him/her.	1	2	3	4	5
16.	It is abuse to induce or insist a woman has an abortion.	1	2	3	4	5
17.	If a husband/wife or boyfriend/girlfriend requires a strict account of time his/her partner went out, and blames him/her for coming back too late, it is a type of abuse.	1	2	3	4	5
18.	It is emotional abuse when someone's boyfriend/girlfriend or husband/wife makes them feel guilty.	1	2	3	4	5
19.	It is abuse when a husband/wife destroys something belonging to his/her partner.	1	2	3	4	5
20.	Verbal abuse is just as serious and damaging as physical or sexual abuse.	1	2	3	4	5
21.	Playing mind games is a type of abuse.	1	2	3	4	5
22.	A person can abuse his/her boyfriend/ girlfriend or husband/wife by refusing to do things for them.	1	2	3	4	5
23.	People can use disrespectful words to abuse others.	1	2	3	4	5
24.	It is abuse to infect someone with sexually transmitted diseases (STDs).	1	2	3	4	5
25.	It is abuse when a husband/wife destroys his/her wife/husband's property.	1	2	3	4	5
26.	When a husband/wife does not allow his/her spouse to continue studying after marriage, it is a type of abuse.	1	2	3	4	5
27.	It is abuse to do something to spite a partner.	1	2	3	4	5
28.	When a husband/wife or boyfriend/ girlfriend does not allow his/her partner's friend to call him/her, it is a type of abuse.	1	2	3	4	5

		Completely Disagree	Disagree	Both Disagree / Agree	Agree	Completely Agree
29.	It is abuse to take away the children and not allow the father/mother to see them again.	1	2	3	4	5
30.	When a husband/wife or boyfriend/ girlfriend makes his/her partner have a lot of liabilities, it is abuse.	1	2	3	4	5
31.	Corporal (physical) punishment is a type of physical abuse.	1	2	3	4	5
32.	It is abuse to throw something at a partner that could hurt.	1	2	3	4	5
33.	Insisting on anal sex is abuse.	1	2	3	4	5
34.	Slapping a partner is abuse.	1	2	3	4	5
35.	Physical abuse only occurs when a person gets a physical injury.	1	2	3	4	5
36.	A woman cannot be raped by her husband.	1	2	3	4	5
37.	Physical punishment is acceptable in some situations.	1	2	3	4	5
38.	When a person does not do what he/she should do, the person deserves some punishment.	1	2	3	4	5
39.	Physical punishment will help a person to remember his/her mistake and prevent him/her from making the mistake again.	1	2	3	4	5
40.	Children are parents' property.	1	2	3	4	5

Appendix G

Participant Informed Consent Form: Professional

(Chinese)

參與研究者知會同意書

我是一名就讀於堪薩斯州，Emporia 州立大學藝術治療系的研究生。我設計了一個研究案，是比較美國與台灣專業人員對於家庭暴力的認知與看法。此研究的結果將幫助美國的藝術治療師，尤其是直接服務家庭暴力的受害者之專業人員，對於多元文化有更深入的了解與認識，提供更好的服務給來自於台灣的新移民。本同意書是通知您這研究的內容和幫助您決定您是否參與此研究。

所有資訊會以匿名方式保存。參與此研究與否是完全自願的，你可以決定參與或不要參與。如果你決定參與此研究，請填寫問卷，填寫完後放置於所提供的信封中，並郵寄到信封上的地址或是寄到我的電子郵件信箱 pyu@emporia.edu。

此研究的結果會發表於 Emporia State University，所有資料的使用是基於學術研究，結果也有可能會使用於更深入的研究。參與者如果有興趣，可以索取研究結果。

如果你有任何的問題，請聯絡于珮懿，0932148564。我的指導教授是 Dr. Wolf Bordonaro，她是 Emporia State University 藝術治療系的主任。如果你對於這個研究有任何的疑問，請連絡(620)341-5809。

我理解我參與此研究是完全自願行為，我也知道我可以隨時終止參與此研究。我同意以完成問卷並寄回問卷的方式，代表我同意參與此研究案。

Appendix H

Participant Informed Consent Form: College Student

(Chinese)

參與研究者知會同意書

我是一名就讀於堪薩斯州，Emporia 州立大學藝術治療系的研究生。我設計了一個研究案，是比較美國與台灣大學生對於家庭暴力的認知與看法。此研究的結果將幫助美國的藝術治療師，尤其是直接服務家庭暴力的受害者之專業人員，對於多元文化有更深入的了解與認識，提供更好的服務給來自於台灣的新移民。本同意書是通知您這研究的內容和幫助您決定您是否參與此研究。

所有資訊會以匿名方式保存。參與此研究與否是完全自願的，你可以決定參與或不要參與。如果你決定參與此研究，請填寫問卷，填寫完後放置於所提供的信封中，並郵寄到信封上的地址或是寄到我的電子郵件信箱 pyu@emporia.edu。

此研究的結果會發表於 Emporia State University，所有資料的使用是基於學術研究，結果也有可能會使用於更深入的研究。參與者如果有興趣，可以索取研究結果。

如果你有任何的問題，請聯絡于珮懿，0932148564。我的指導教授是 Dr. Wolf Bordonaro，她是 Emporia State University 藝術治療系的主任。如果你對於這個研究有任何的疑問，請連絡(620)341-5809。

我理解我參與此研究是完全自願行為，我也知道我可以隨時終止參與此研究。我同意以完成問卷並寄回問卷的方式，代表我同意參與此研究案。

Appendix I

The Perception of Domestic Violence Survey: Chinese

第一部分：統計資料

性別：男性 / 女性 年齡：_____ 婚姻狀態：已婚 / 未婚 / 離婚
職業 / 就讀科系：_____ 工作經驗：_____ (年)

※ 複選題，請選出適當的答案。

1. 您曾受過身體虐待嗎？
 - 有，從我的父母或監護人。
 - 有，從我的伴侶 (男朋友 / 女朋友 或 丈夫 / 妻子)。
 - 有，從我的老師們。
 - 從來沒有過。
2. 您曾被體罰過嗎？
 - 有，從我的父母或監護人。
 - 有，從我的伴侶 (男朋友 / 女朋友 或 丈夫 / 妻子)。
 - 有，從我的老師們。
 - 從來沒有過。
3. 我的老師使用體罰懲罰學生。
 - 有，小學時。
 - 有，國中時。
 - 從來沒有過。
4. 您曾因為體罰而產生瘀青或受傷的情況嗎？
 - 有，瘀青。
 - 有，受傷。
 - 從來沒有過。
5. 您曾遭受過家暴的經驗嗎，包括身體虐待、情緒(精神)虐待、性虐待、經濟虐待、恐嚇或威脅？
 - 有。
 - 沒有。
6. 您曾在家中目睹家暴事件嗎？
 - 有。
 - 沒有。
7. 我的親人中，有人曾遭受過家暴的經驗。
 - 有。
 - 沒有。
8. 我的朋友中，有人曾遭受過家暴的經驗。
 - 有。
 - 沒有。

第二部分：對家庭暴力行為的看法與認知

		完全不同意	不同意	一半同意 ／ 一半不同意	同意	完全同意
1.	虐待有很多種型式，不是只有身體上的。	1	2	3	4	5
2.	吵架時謾罵和中傷是一種虐待的行為。	1	2	3	4	5
3.	和男朋友/女朋友或丈夫/妻子發生不情願的性行為是一種性虐待。	1	2	3	4	5
4.	男朋友/女朋友或丈夫/妻子不允許他/她的另一半和朋友交往，是一種虐待行為。	1	2	3	4	5
5.	將所有的財產只登記在丈夫或妻子的名下，是一種經濟虐待。	1	2	3	4	5
6.	使用威脅或自殺的方式防止另一半分手，是一種虐待。	1	2	3	4	5
7.	當一個人生氣時對他/她的另一半吼叫是一種虐待行為。	1	2	3	4	5
8.	男朋友/女朋友或丈夫/妻子不允許他/她的另一半外出工作是一種虐待行為。	1	2	3	4	5
9.	因體罰導致瘀青是一種虐待行為。	1	2	3	4	5
10.	在性行為中，不情願的照相或錄影是一種虐待行為。	1	2	3	4	5
11.	結婚後，要求另一半疏遠他/她的家人是一種虐待。	1	2	3	4	5
12.	如果一個人只能經由他/她的伴侶之同意和幫助才能採買生活用品，是一種虐待行為。	1	2	3	4	5
13.	挑錯誤是一種虐待行為。	1	2	3	4	5
14.	威脅將孩子帶走以防止另一半的離開是一種虐待行為。	1	2	3	4	5

		完全不同意	不同意	一半同意 ／ 一半不同	同意	完全同意
15.	當一個人總是被他/她的另一半以任何理由怪罪，這是一種虐待的方式。	1	2	3	4	5
16.	強迫女朋友/妻子墮胎是一種虐待。	1	2	3	4	5
17.	當男朋友/女朋友或丈夫/妻子總是計算另一半該回家的時間，且怪罪他/她遲回家，這是一種虐待的行為。	1	2	3	4	5
18.	當一個人的男朋友/女朋友或丈夫/妻子總是讓他/她有罪惡感，這是一種情緒虐待。	1	2	3	4	5
19.	當一個人的財物被他/她的男朋友/女朋友或丈夫/妻子損毀，這是一種虐待行為。	1	2	3	4	5
20.	言語上的虐待和身體上的虐待或性虐待一樣嚴重。	1	2	3	4	5
21.	玩(打)精神戰是一種虐待行為。	1	2	3	4	5
22.	一個人可用拒絕為他/她的男朋友/女朋友或丈夫/妻子做事來虐待他/她的另一半。	1	2	3	4	5
23.	人可以用不尊敬的字眼虐待另一個人。	1	2	3	4	5
24.	在另一半未知的情況下傳染性病是一種性虐待。	1	2	3	4	5
25.	當一個人的財產被他/她的男朋友/女朋友或丈夫/妻子損毀，這是一種虐待行為。	1	2	3	4	5
26.	男朋友/女朋友或丈夫/妻子不允許他/她的另一半外完成學業是一種虐待行為。	1	2	3	4	5
27.	刁難另一半是一種虐待行為。	1	2	3	4	5
28.	男朋友/女朋友或丈夫/妻子不允許他/她另一半和朋友通電話是一種虐待行為。	1	2	3	4	5
29.	將孩子帶走並禁止另一半的探視是一種虐待。	1	2	3	4	5

		完全不同意	不同意	一半同意 ／ 一半不同	同意	完全同意
30.	男朋友/女朋友或丈夫/妻子讓他/她的另一半背負債務，是一種虐待。	1	2	3	4	5
31.	體罰是身體虐待的一種。	1	2	3	4	5
32.	對另一半丟擲會使他/她受傷的東西是一種虐待。	1	2	3	4	5
33.	堅持要求肛交是一種性虐待。	1	2	3	4	5
34.	賞另一半耳光是一種虐待。	1	2	3	4	5
35.	身體虐待只有在受害者受傷時才成立。	1	2	3	4	5
36.	一個女人是不可能被丈夫強暴的。	1	2	3	4	5
37.	在某些情況下體罰是可以被接受的。	1	2	3	4	5
38.	當一個人表現不佳時，他/她該受到某些懲罰。	1	2	3	4	5
39.	體罰可以幫助一個人記住他/她的錯誤並防止他/她再度犯同樣的錯誤。	1	2	3	4	5
40.	孩子是父母的財產。	1	2	3	4	5

Appendix J

Participant Informed Consent Form: Case Study Participant Who Has Experienced Domestic Violence

Participant Informed Consent Form

I am a graduate student at Emporia State University in Emporia, Kansas. I am designing a research study using art therapy with women who experienced domestic violence. Information from this project will help art therapists working directly with women suffering from domestic violence. This document is to inform you of the study and help you decide if you would like to participate.

I will initially need to keep the art work produced for the purpose of presenting the results of the study. Upon completion of the presentation you may request the artwork be returned to you. If you would not like your artwork returned, I will keep it on file. All

information will remain confidential----you will only be identified by a pseudonym. Your participation is completely voluntary; you may choose to not participate.

The results of the study will be presented at Emporia State University where your art response may be displayed. There is also potential for your art response to be published or kept on record for academic use. In each case all identifying (name, residence, etc) data will be kept anonymous and confidential.

If you have any questions regarding this study, please contact me at (620)757-9768. The advisor of the Art Therapy program at Emporia State University is Dr. Wolf Bordonaro. If you have any further questions regarding this study, you may contact her at (620)341-5809.

I have read the above statement and agree to participate in the study. I understand that my participation is voluntary and I may withdraw at any time. I will agree to participate by completing one art therapy session.

This proposal has been reviewed by the Emporia State University Institutional Review Board for treatment of human subjects

Appendix K

Participant Informed Consent Form: Women Who Has Experienced Domestic Violence
(Chinese)

參與研究者知會同意書

我是一名就讀於堪薩斯州，Emporia 州立大學藝術治療系的研究生。我設計了一個研究案，是比較美國與台灣對於家庭暴力的認知與看法。此研究的結果將幫助美國的藝術治療師，尤其是直接服務家庭暴力的受害者之專業人員，對於多元文化有更深入的了解與認識，提供更好的服務給來自於台灣的新移民。本同意書是通知您這研究的內容和幫助您決定您是否參與此研究。

在進行研究時，我需要保存您的藝術作品，用於發表此研究之成果。當完成此研究後，您可以要求我將您的藝術作品歸還。如果您不需要我將您的作品歸還，我會將您的作品保留並歸檔。發表成果時我會使用化名，所有資訊會以匿名方式保存。參與研究與否是完全自願的，你可以決定參與或不要參與。

此研究的結果會發表於 **Emporia State University**，所有資料，包含您的藝術作品的使用與發表是基於學術研究。而您的個人資料將會進行保密，使用您的資料時將會以化名代替。

如果你有任何的問題，請聯絡于珮懿，0932148564。我的指導教授是 **Dr. Wolf Bordonaro**，她是 **Emporia State University** 藝術治療系的主任。如果你對於這個研究有任何的疑問，請連絡(620)341-5809。

我理解我參與此研究是完全自願行為，我也知道我可以隨時終止參與此研究。我同意以完成藝術治療的方式，代表我同意參與此研究案。

Appendix L

Art Directive

Art Directive: Save the Princess

Population: People experienced domestic violence

Concept:

This art therapy session is designed to allow individuals who have experienced domestic violence to explore their experience, identify the relationship with their partners, increase their awareness of domestic violence, and encourage her to

make her own decisions. The art directive will invite people who have experienced domestic violence to make their own fairy tale, empower them to have more control over their lives, encourage them to make their own decisions, and be brave for their future.

Number of Sessions: One

List of supplies or materials:

Images from fairy tales without Prince (images can be either black and white or in color)

Large piece of paper and a Blank book

Construction paper

Markers, Colored pencils, and Crayons

Scissors

Glue

Procedures:

1. Participants will be given different fairy tales and asked to choose one as their story base.
2. Participants will be asked to draw and write their own fairy tales with a large piece of paper or a blank book.
3. Participants will be asked to think about the fairy tale she chose, if there is no prince to save the princess, how can they save the princess?
4. Participants will be asked to create a new story to save the princess.

Objectives:

1. Each participant will have the freedom to make choices of art materials and fairy tales.
2. Each participant will have a non-threatening environment to express her story and feelings.
3. Each participant will have more awareness about domestic violence and may realize how it affects her and her children' lives.
4. Each participant will build a different image of future life which she is looking for.
5. Each participant will be encouraged in decision making and life changes.

Discussion:

1. Is there any way to save the princess without the prince?
2. Does the princess have the ability to save herself and not depend on the prince?
3. How will it change the princess's life and help her to be successful in life?
4. What will the princess do to make a living in the future? Do you have a plan for her?
5. In your opinion, why is the princess waiting for the prince to save her in the fairy tales?

Expressive Outcome Possibilities:

1. Each participant may create an interesting story about how to saves the princess.
2. Each participant may be encouraged to make her own personal decisions and choices.
3. Each participant may be encouraged to live without her violent partners.

4. Each participant may build hopes and a better future image for her lives.
5. Each participant may have a different idea about the relationship which she is looking for.

I, Pei Yi Yu, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including

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Signature of Author

December 19, 2011

Date

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Title of Thesis

Signature of Graduate Office Staff Member

Date Received