

# Supporting Rural Survivors by Working with Local Faith Communities

Suzanne Holsomback January 22, 2024





## Learning Objectives

 Unpack barriers rural survivors experience when accessing services or finding safety

 Distinguish how engaging with faith communities overcomes those barriers

Define how this ultimately supports survivors

Provide frameworks for engaging with faith communities

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### About Me

Bachelor of Arts in Religion & Classics

Master of Divinity

Master of Philosophy in Social Anthropology

Working & volunteering in the movement since 2012

Live in Austin, Texas

Have a cat named Ruthie Blue

Avid native plant gardener

# Shared Language

## Faith Communities

Churches Kingdom Halls Mosques/Islamic Centers Temples Synagogues Religious Centers Para-church Organizations Religious Education Institutions **Retreat Centers** Shrines



### Survivor

A person who has experienced or is experiencing any form of violence and abuse.

This includes child and elder abuse.

Victim and Survivor will be used interchangeably.

### Violence & Abuse

All forms of harm - physical, sexual, verbal, psychological, emotional, financial, and digital as well as stalking and coercive control - perpetrated by one person to exert power over another person to control them.



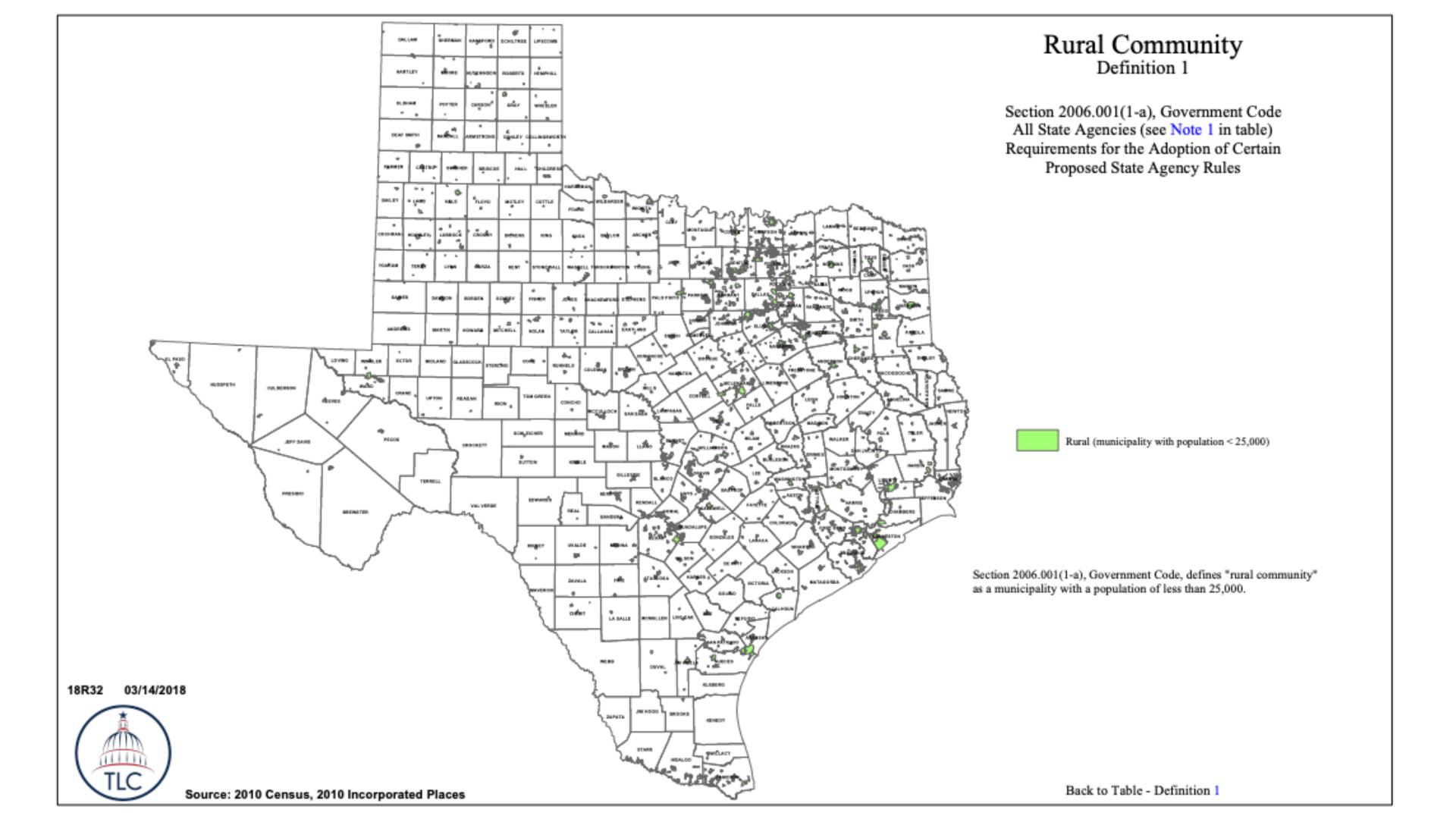
### Rural

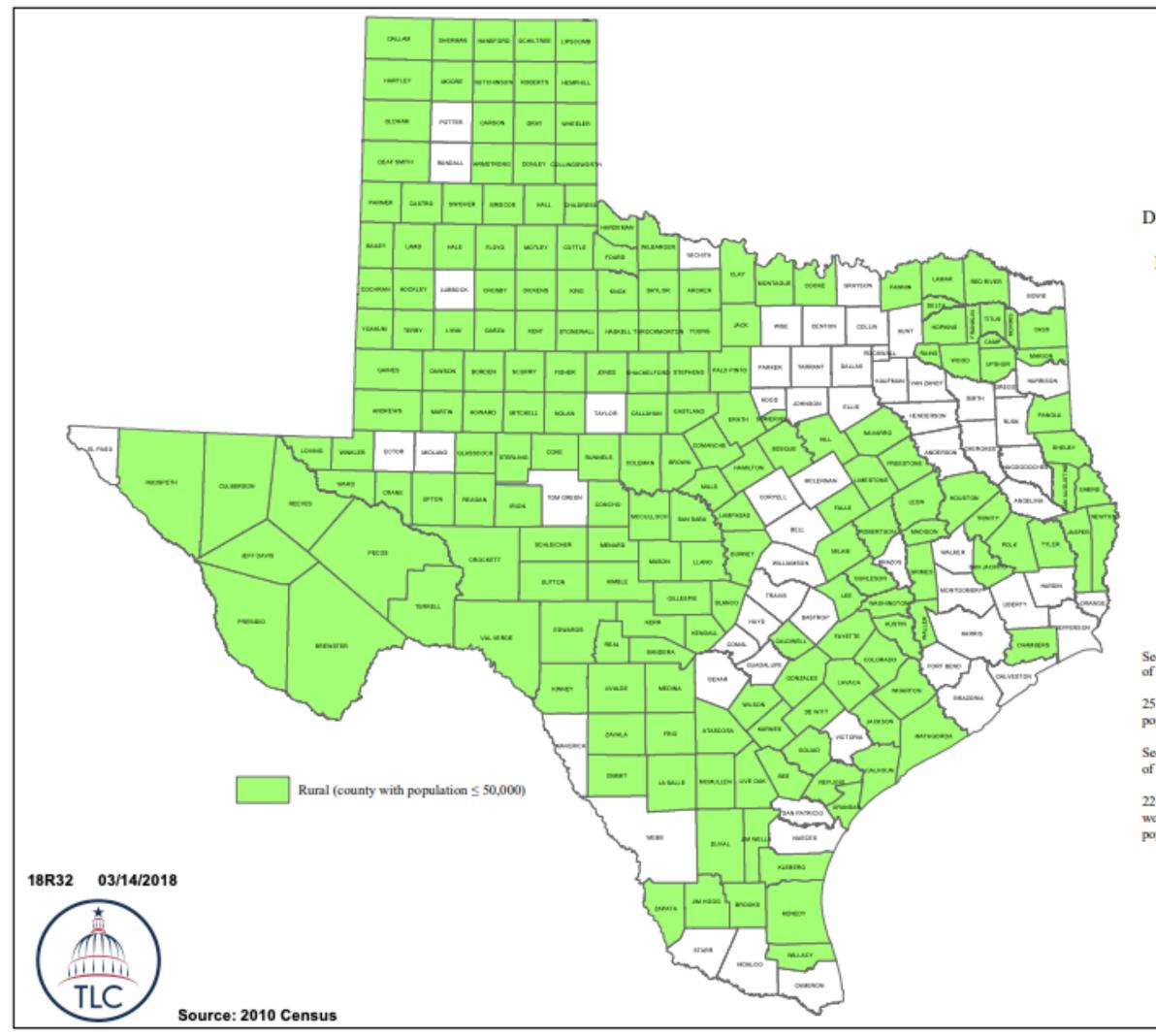
All Texas state agencies define a "rural community" as a municipality with a population of less than **25,000**.

Numbers vary, but a "rural county" has a population less than **50,000**, other state departments will go as high as 125,000 and 150,000.

More than numbers or a government definition, "rural" has a cultural aspect to it.







#### Rural County

Definitions 2, 23, 25, and 37

Def. 2: Section 88.621(6), Education Code Texas A&M University System Rural Veterinarian Incentive Program

Def. 23: 25 T.A.C. § 157.130(a)(2) and 25 T.A.C. § 157.131(a)(2)

Department of State Health Services

Emergency Medical Services and Trauma Care System Account and Emergency Medical Services, Trauma Facilities, and Trauma Care System Fund

and

Designated Trauma Facility and Emergency Medical Services Account

Def. 25: Section 61.9601, Education Code Texas Higher Education Coordinating Board Certain Law School Education Loan Repayment Assistance

> Def. 37: 22 T.A.C. § 297.7(c) Texas State Board of Pharmacy Certification Requirement Exemption for Rural County Pharmacy Technicians

Section 88.621(6), Education Code, defines "rural county" as a county with a population of less than 50.000.

25 T.A.C. §§ 157.130(a)(2) and 157.131(a)(2) define "rural county" as a county with a population of less than 50,000 based on the latest official federal census population figures.

Section 61.9601, Education Code, defines "rural county" as a county with a population of 50,000 or less.

22 T.A.C. § 297.7(c) provides that, for the purpose of exempting a pharmacy technician who works in a rural county from certification requirements, a "rural county" is a county with a population of 50,000 or less.

# Barriers for Survivors

### Lack of Resources

- Social Services
- Shelters
- Healthcare
- Housing
- Legal Services
- Childcare
- Technology



### Isolation

- PhysicalSocial

### Transportation

- Distance
- Access
- Public
   Transportation
- Gas



### Awareness

- Survivor
- Law Enforcement
- Faith Leaders
- Community Leaders
- Community
- Minimization & Denial



### Culture

- Gender norms
- Coupling
- Masculinity & Femininity
- Shame, blame, & guilt

## Perceptions

- Urban Programs
- DV Programs
- Rural Safety



### Relational Proximity

- Legal System
- Law Enforcement
- Community Leaders



### Religious Beliefs

- Religious Beliefs
- Authoritative
   Texts
- Interpretation
- Traditions
- Us/them

### Racial & Ethnic

- Stereotypes
- LE likely white
- Jurisdiction with Tribes
- Language Access
- Higher rates



### Animals

Time

Firearms

Drugs & Alcohol



### Economic

- Rates of poverty
- Financial access
- Job opportunities
- Wage gap
- "Starting Fresh"
- Limited housing

# Overcoming Barriers

### Education

Local Action

Coordination

# How do we utilize these methodologies with faith communities?

### Education

- Create a cohesive, expansive defition of DV/SA for faith leaders
- Raise awareness of the scope of violence and harm in their community
- Provide continued learning opportunties
- Encourage education of lay leaders
- Have support materials readily available
- Support community teaching on harm
- Provide service map and nature of service
- Educate young people on healthy relationships



### Local Action

- Build capacity & collective action
  - Build off what exists and create new in gaps
- Connect/work with faith based social workers
- Employ advocates from community
- Embed services in community and with ministries already happening
- Aim for inclusion
  - Formal/Informal/Emerging Leaders
  - Denominations/Sects
- Find individual influencers
  - "I know someone...."



### Coordination

- Invite to CCR or task force
- Have more than one faith leader on committee
- Work with ministerial alliances or town/regional associations
- Coordinate services with service map/list
- Coordinate resources
- Prioritize local networks/relationships
  - Collaboration increases creativity
- "Name and Fame"
- Intersectional approach creates structural solutions



## Supporting Survivors

- Awareness of Services
- Access to Services
- Seamless, Consistent Services
- Lowers Recidivism
- Prevent Harm

# Engaging Communities

### **Best Practices**

Approach the relationship with intentionality and consistency

### **Build relationships on:**

Trust | Respect | Mutual Benefit Enjoyment | Forgiveness Common Humanity

Craft options for engagement for where communities are

Approach as a learner with genuine curiosity



# Case Study

Carolyn



Carolyn and Michael are residents of a rural town of around 800 people in a rural county of around 3,000 people.

They attend a local church where Michael is a deacon and Carolyn plays the piano.

Additionally, they are well known in the town since Carolyn volunteers with police department fundraisers and Michael is part of the volunteer fire department.

Their oldest and closest friends are Chris, the local police chief, and Linette, a town council member.

Michael's family is all in the area, but Carolyn's immediate family has passed away and remaining cousin left the area.

Carolyn and Michael live 15 miles from town on a farm Carolyn inherited. The farm is their primary source of income, but both will do odd jobs throughout the year to make ends meet.

Finances were tight before COVID, but Michael caught COVID early in the pandemic and has long COVID side effects, especially around fatigue and breathing. He is unable to work the farm as he used to and is inside their home most of time or at the police station seeing his best friend.

The farm's income has dropped exponentially, and Carolyn is unable to manage it physically on her own. They sold their second truck and most of the farm equipment to pay for medical bills, additional medical treatments, and regular bills. Thus, further reducing the farm's incoem generation.

Michael always had a temper and would yell at Carolyn when frustrated or angry but would apologize and promise to never yell again. The promises lasted for weeks to months, but since his health issues with COVID, his outburst have grown more frequent and more harmful.

Last week he began throwing things around the house and at Carolyn and even waved around a pistol. It really scared her and when she communicated that his actions were scaring her, he said, "Good, you should be scared of me. I'm the head of this household and you should damn well fear me."

Carolyn tried to talk to Linette, but she said she could not believe Michael would do anything like that and Carolyn should try to not aggravate him since he was ill, not working, and should try to give him space.

Carolyn also spoke with her pastor, but he said that it was her duty to work on her marriage and submit to her husband since she made a commitment in front of God, him, and their family and friends to make their marriage work in sickness or in health.

Carolyn remembered seeing a poster in a coffee shop in the nearest large town, about an hour and a half away, about calling anytime of the day or night if you felt unsafe in your home. She looked up the organization on her phone and called. They asked her to come in for an intake, but the distance and cost of gas led her to hang up without getting any resources or help.

You meet Carolyn randomly due to your role and she shares what she has been experiencing. How would you handle this situation?

## Activity

### Spend 2 minutes reflecting on:

How would you support Carolyn?

#### Take 6 minutes writing out:

- What ideas or actions do you recommend?
- What opportunities do YOU see for making progress on challenges for rural survivors?

#### Take 2 minutes reviewing and assessing:

What key ideas stood out in your reflection on this case study?





### Resources

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#### **Images:**

First Baptist Church Corrigan Texas by Suzanne Holsomback
Islamic Center of Hewitt/Masjid Al-Hidaya Hewitt, Texas from Google Maps
Forested Drive by Laura Zelman
UUCHC of Kerrville, Texas from www.uuchc.org
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