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**PREA Employee Training
Notification of Curriculum Utilization
August 2014**

The enclosed *PREA Employee Training* curriculum was developed by The Moss Group, Inc. as part of contract deliverables for the National PREA Resource Center (PRC), a cooperative agreement between the National Council on Crime and Delinquency (NCCD) and the Bureau of Justice Assistance (BJA). The Prison Rape Elimination Act (PREA) standards served as the basis for the curriculum's content and development, with the goal of the *PREA Employee Training* curriculum being to satisfy specific PREA standard requirements.

It is recommended that the *PREA Employee Training* curriculum be reviewed in its entirety before choosing which modules to use. Any alterations to the original materials must either be acknowledged during their presentation or have the PRC and The Moss Group, Inc. logos removed.

BJA is currently undergoing a comprehensive review of the enclosed curriculum for official approval, at which point the BJA logo may be added.

Note: Use of the enclosed curriculum, either in part or whole, does not guarantee that an auditor will find a facility "meets standards." Rather, an auditor will take into consideration the curriculum used as part of their overall determination of compliance.

Notice of Federal Funding and Federal Disclaimer—This project was supported by Grant No. 2010-RP-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice nor those of the National Council on Crime and Delinquency (NCCD), which administers the National PREA Resource Center through a cooperative agreement with the Bureau of Justice Assistance.

PREA EMPLOYEE TRAINING

Unit 3, Part II

Response and Reporting of Sexual Abuse and Sexual Harassment

Instructor-Led Training Event

1.75 hour session



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Course Description

This instructor-led training (ILT) experience will provide information and help develop skills on knowing how to respond professionally to signs of threatened and actual sexual abuse as well as fulfill your responsibilities under agency sexual abuse and sexual harassment reporting and response policies and procedures.

Objectives

After completing this session, you will be able to:

1. Know how to respond professionally to signs of threatened and actual sexual abuse
2. Fulfill your responsibilities under agency sexual abuse and sexual harassment reporting and response policies and procedures

Target Audience

Any employee who may have contact with inmates/residents/detainees in confinement settings.

Capacity

25-35 participants is recommended to foster group discussions and interaction

Trainers

One to two facilitators are recommended for this unit. The training team should include individuals who possess strong facilitative skills and requisite knowledge and experience in the content to be delivered.

Complete Training Package to meet PREA Standards

To meet the employee training elements required to fulfill the PREA Standard 115.31, each unit has been designed for traditional classroom delivery to be delivered in one session with the exception of Unit 3 which is designed to be delivered in two parts.

Unit	Title	Class Time
Unit 1	The Prison Rape Elimination Act: Overview of the Law and Your Role	1.5 hours
Unit 2	Inmates’ Rights to be Free from Sexual Abuse and Sexual Harassment and Staff and Inmate Rights to be Free from Retaliation for Reporting	1.5 hours
Unit 3 <i>Part I</i>	Prevention and Detection of Sexual Abuse and Sexual Harassment	2.75 hours
Unit 3 <i>Part II</i>	Response and Reporting of Sexual Abuse and Sexual Harassment	1.75
Unit 4	Professional Boundaries	1.75 hours
Unit 5	Effective and Professional Communication with Inmates	2.25 hours
	Total	Hours 11.5

It is recommended each training unit be delivered in sequential order. It is at the prerogative of the agency over what period of time-and in what combination these units are delivered, such as:

- All in one sequence over 3 or more full days of training
- Delivering each unit on scheduled separate training days over an extended period of time (daily, weekly, monthly, etc.)
- Arranged by the agency to fit within specific dates and times of the agency’s annual training calendar

Class Preparation

Prior to class:

- Communicate with key staff
- Schedule class
- Develop a training agenda for this unit to include breaks that should occur at approximately every 60 to 75 minutes
- Send out invitations
- Distribute participant pre-work (if applicable)

- Schedule assignments for training team
- Prepare all course materials.
- Arrange a location for the training that has the necessary technology capabilities to present the materials via PowerPoint and show an instructional video with audio
- Prepare and print all applicable policies that will be used in the training

Day of class:

- Confirm room set up and logistics for breaks and lunch (if applicable)
- Set-up audio visual equipment
- Pass out agendas, name tents and other materials for start of class
- Check training supplies, chart pads, markers and other needs
- Create a welcome chart or slide for participants to see upon arrival
- Be sure at least one member of your team is available to personally greet participants as they arrive in the classroom
- Have evaluations and certificates of completion available for end of training presentation (if applicable)

Following class:

- Send evaluations (if applicable)
- Record student completions as required to include ensuring staff sign a document stating they comprehend the materials (confer with your PREA coordinator to ensure you are consistent with requirements).

Instructional Outline

The instructional outline is a blueprint of the entire session. It provides an overview of:

- Session, lesson, and topic names
- Lesson objectives
- Lesson timing and duration

Use the instructional outline to:

- Conduct the session within a predictable timeframe
- Keep track of where you are and where you are going
- Be prepared for what comes next, adding agency-specific points as necessary
- Look ahead to see where you can reduce time, if needed

Supplemental Materials

The following instructional materials support this session. Participants should have access to these materials during the session. Facilitators should plan accordingly. For this session, participants need:

- (Optional) Handout containing the PowerPoint presentation for participants to follow along
- (Optional) Key Terms and Definitions Handout
- PREA Policy or related policy to responding and reporting to sexual abuse
- Relevant state laws specific to mandatory reporting laws to outside authorities
- First Responder Role Play Information

For this training unit it is vital that the trainers gather required local facility or agency policy to use for discussion as directed in this training unit. If you encounter questions regarding appropriate policy it may be useful to reach out to your PREA coordinator for further guidance.

Facilitator Guide Organization










Each lesson contains detailed facilitation notes that you can refer to during delivery of the session. During the session, refer to the facilitation guide to stay on track. Do not expect to memorize the session. When participants are doing activities, you can look ahead.

Boxed Text:

- Facilitator speaking points, instructions, and information are written in shaded, boxed text on the LEFT side of the page. Icons are provided to assist you to visually identify tasks and activities
- Any facilitator directions/notes for your instructor-led training are included alongside the facilitator notes along the RIGHT side of the page in boxed text and contain instructions to assist facilitators in delivery of the instructor-led training session.

Facilitator Icons:

- The facilitation guide enables you to scan each page quickly to see what you need to do and say. The following icons point out each type of activity or action

Facilitator Icons	
	Instructor Note: Contains general instructor notes about the topic.
	Chart on Pad: Indicates when to chart information on a pad on a chart stand.
	Demonstration: Indicates when to perform a demonstration.
	Multimedia: Indicates when to show a multimedia file.
	Breakout Session: Indicates when to facilitate an activity that involves a breakout session.
	Instant Feedback: Indicates when to ask a question and invite participants to respond.
	Reference: Indicates additional technical or anecdotal information to be referred to as needed.
	Activity: Contains the instructions for completing an activity. Usually paired with other icons, such as breakout session.
	Value-Laden Discussion: Indicates the opportunity for open discussion around topics that are often grounded in cultural norms or personal values.

Important! Trainer/Agency Note

The information and activities provided in this lesson are designed to meet intended student performance objectives consistent with required training elements outlined in the PREA Standard, 115.31, 115. 131, 115.231, 115.331.

If your agency is not prepared to provide the lesson in the designed format, you may make the necessary adjustments to conform to your desired delivery platform.

Please understand if modifications are made to the lesson content or format, it is your agency's responsibility to verify that the revised training is consistent with the PREA Standard requirements.

For the purposes of this training we will use the term **inmate** to refer to all confinement populations under the PREA standards. It is recommended that the trainer modify the language to fit the appropriate population as necessary. Where applicable, juvenile specific considerations are given **in red text** in the facilitator guide in the notes section.


Instructional Outline

Slide #	Slide Title	Activity	Timing Minutes
1	Training Session Title		Prior to start of the session
2	Introductions	Facilitator/participant share	20
3	Employee Training Series Outline	Facilitator presentation	.5
4	Objectives for Unit 3 Part II	Facilitator presentation	1
5	What Do We Already Know?	Discussion	5
6	Objective 1	Facilitator presentation	.5
7	Inmate Reporting, 115.51	Facilitator presentation	1
8	Reporting Mechanisms	Facilitator presentation/ Discussion	3
9	Staff Reporting	Facilitator presentation	1
10	What do the PREA standards Require in Response to Reports?	Facilitator presentation	1
11	Staff and Agency Reporting Duties, 115.61	Facilitator presentation	1
12	Staff and Agency Reporting Duties, 115.61 (b)	Facilitator presentation	1
13	Staff and Agency Reporting Duties, 115.61(c)	Facilitator presentation	.5
14	Staff and Agency Reporting Duties, 115.61(d and e)	Facilitator presentation	1
15	Allegations	Facilitator/discussion	1.5
16	Who is a First Responder? 115.64	Facilitator presentation	1
17	First Responder Immediate Steps, 115.64	Facilitator presentation	1
18	First Responder May Also be Asked to:	Facilitator presentation	2
19	It the Report is Delayed	Facilitator	1
20	Actions a First Responder Should NOT Take...	Facilitator presentation	1
21	Actions a First Responder Should Take!	Facilitator presentation	1

22	First Responder and Victims of Abuse	Facilitator presentation	1
23	First Responder and Victims of Abuse (continued)	Facilitator presentation	1
24	First Responder and Victims of Abuse (continued)	Facilitator presentation	1
25	Role Play	Group Activity/Discussion	15
26	Objective 2	Facilitator presentation	.5
27	Coordinated Response	Facilitator presentation	.5
28	Your Role	Facilitator presentation	1
29	Let's now look at:	Facilitator presentation	.5
30	Medical and Mental Health Practitioners	Facilitator presentation	1
31	SANE/SAFE	Facilitator presentation	1
32	What about the alleged abuser/suspect	Facilitator presentation	1
33	Role of the investigator in Response	Facilitator presentation	1
34	Role of Facility Administration in Response	Facilitator presentation	1
35	What about Mandatory Reporting Laws?	Group Discussion/Activity	10
36	Group Activity: What does your policy say?	Group Discussion/Activity	15
37	Review: Unit 3 Part II Objectives	Facilitator presentation	.5
38	End of Unit 3 Part II	Facilitator presentation	.5
		Grand Total (approximately)	1 hour and 40 minutes

Welcome

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Unit 3 Part II: Response and Reporting of Sexual Abuse and Sexual Harassment

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Facilitator

Time: Prior to start of the session

Do: Welcome participants as they arrive in the classroom.

Say: *Welcome to the training. Glad you are here! Please find a seat and make yourself comfortable. We will begin shortly.*

Do: Begin the training session as close to the designated start time as possible.

Say: *Hello, and welcome to this the training, **Response and Reporting of Sexual Abuse and Sexual Harassment.***

Notes: Remember to start on time! Do not delay beginning the session because of late participants.

Do: Welcome and Introductions are not necessary if this unit is being completed in sequence with the training during the same day or training event.

Introductions

Introductions

<p>Faculty</p> <ul style="list-style-type: none">• Name, Title• Work Location• Experience with PREA and/or training	<p>Participants</p> <ul style="list-style-type: none">• Name, Position
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Time: 20 minutes

Facilitator

Say: *First, let's introduce ourselves. As I call on you, please introduce yourself and the position*

Do: Trainers should introduce themselves first to model the activity for the group.

Say: *I will go first, and introduce myself. I am _____ and I serve as _____. I have worked on PREA and PREA related issues _____.*

Do: Let other trainer introduce himself/herself.

Say: *Now, let's hear from you.*

Notes:

You may skip this section if you have already completed introductions in previous unit.

<p>Do: Ensure all participants to introduce themselves. Make any appropriate affirmation or comments as needed.</p>	
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Employee Training Series Outline

Employee Training Series Outline

This training is part of series of trainings to assist agencies with PREA Standards 115.31, 115.131, 115.231, and 115.331

Unit 1:	The Prison Rape Elimination Act: Overview of the Law and Your Role
Unit 2:	Inmates' Rights to be Free from Sexual Abuse and Sexual Harassment and Staff and Inmate Rights to be Free from Retaliation for Reporting
Unit 3 Part I:	Prevention and Detection
Unit 3 Part II:	Response and Reporting
Unit 4:	Professional Boundaries and False Allegations
Unit 5:	Effective and Professional Communication

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Facilitator

Time: 30 seconds

Say: *This is unit 3 part two of a five part training series to address training requirements outlined in standard 115.31.*

Notes:

Unit 3 Part II Objectives

Unit 3 Part II Objectives	
<ol style="list-style-type: none">1. Know how to respond professionally to signs of threatened and actual sexual abuse2. Fulfill your responsibilities under agency sexual abuse and sexual harassment reporting and response policies and procedures	
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Time: 1 minute

Facilitator

Do: Introduce the training topic.

Say: *By the end of the training session, participants will:*

1. *Know how to respond professionally to signs of threatened and actual sexual abuse*
2. *Know how to fulfill staff responsibilities under agency sexual abuse and sexual harassment reporting and response policies and procedures*

Notes:

What Do We Already Know?

What Do We Already Know?

Review:

What are some differences in the way male and female inmates respond to sexual abuse?

What are some of the “red flags” in inmate behaviors which may indicate sexual abuse?

How can the “code of silence” impact dynamics of sexual abuse in confinement and reporting?

What does the data tell us about vulnerable populations?

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Time: 5 minutes

Facilitator

***Say:** Let’s take a few minutes to recall what we have discussed in previous trainings. Can anyone tell the group some differences in the way females and males might respond to sexual abuse/victimization?*

Can anyone tell us some of the examples of inmate behavior that may be a red flag related to abusiveness or victimization?

How can the “code of silence” impact dynamics of sexual abuse in confinement?

What does the data tell us about vulnerable populations?

Notes:

If you are unsure of some of the responses to the questions, refer back to Unit 3 part I for guidance.

An alternative exercise is you could create a worksheet and ask staff to write down and answer the questions rather than a discussion.

Now that we know how to prevent and detect signs of threatened or actual sexual abuse we can use that knowledge to help us respond in an appropriate way and know our reporting responsibilities.

The key, remember, is not just detecting there is a problem, but also what you do about it.

Objective 1

Objective 1: Know how to respond appropriately and professionally to signs of threatened and actual sexual abuse

To meet this objective we will discuss:

- Staff and inmate reporting
- Response to reporting
- First responder duties

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Time: .5 minute

Facilitator

Say: *To meet objective one, we will discuss:*

- *Staff and inmate reporting,*
- *response to reporting and*
- *first responder duties.*

Notes:

Inmate Reporting, 115.51

Inmate Reporting, 115.51

PREA Standard 115.51, Inmate Reporting

The agency shall provide multiple internal ways for inmates to privately report sexual abuse and sexual harassment, retaliation by other inmates or staff for reporting sexual abuse and sexual harassment, and staff neglect or violation of responsibilities that may have contributed to such incidents

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<p>Time: 1 minutes</p> <p>Facilitator</p> <p>Do: Review slide content</p> <p>Say: <i>PREA standard 115.51 covers inmate reporting requirements, the standard states that there should be multiple reporting mechanisms to report abuse, neglect, violation of responsibilities, etc.</i></p>	<p>Notes:</p>
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Reporting Mechanisms

Reporting Mechanisms

- Per the PREA Standards agencies must provide at least one method for inmates to report incidents to a public or private entity not part of the agency that is able to immediately direct reports to agency officials while maintaining inmate anonymity upon request
- Staff must take reports verbally, in writing, anonymously or from third parties, documenting any verbal reports promptly
- Examples of reporting mechanisms include:
 - Hotline
 - Inmate grievance
 - Report to staff
 - Outside reporting (victims services/community rape crisis)
 - PREA Coordinator/Compliance Manager
 - Family members
 - Volunteers

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Time: 3 minutes

Facilitator

Do: Discuss the slide and reporting mechanisms.

Say: *So what are the reporting mechanisms for inmates at your facility? Let's briefly list them on a flip chart. I have listed a few examples on the slide.*

Notes:

Document the different ways inmates can report on a flip chart.

Staff Reporting

Staff Reporting

- What are the ways staff can report an incident or allegation of sexual abuse at your facility?
 - Supervisor?
 - PREA Coordinator?
 - Warden?
 - Anonymously?
 - Ombudsman?
 - Hotline?
 - Others?

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<p>Time: 1 minute</p> <p>Facilitator</p> <p>Do: Review slide content.</p> <p>Say: <i>So how can staff report? What are the different ways you can be sure an incident or allegation is taken seriously? I have listed a few above, but can you think of others?</i></p>	<p>Notes:</p>
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What do the PREA Standards Require in Response to Reports?

What do the PREA standards Require in Response to Reports?

- In the PREA standards there is an "official response following an inmate report" section, the standards we will discuss from this section will include:
 - 115.61 Staff and agency reporting duties
 - 115.64 Staff first responder duties
 - 115.65 Coordinated response

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<p>Time: 1 minute</p> <p>Facilitator</p> <p>Say: <i>The PREA Standards contain a section called "Official Response" which includes a number of standards, but today we are going to focus on the ones listed on the slide:</i></p> <ul style="list-style-type: none">• <i>Staff and agency reporting duties</i>• <i>Staff first responder duties</i>• <i>Coordinated response</i>	<p>Notes:</p>
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Staff and Agency Reporting Duties, 115.61

Staff and Agency Reporting Duties, 115.61

- Staff are to report immediately and according to agency policy any knowledge, suspicion, or information regarding an incident of sexual abuse or sexual harassment that occurred in a facility – this includes:
 - Any retaliation against inmates or staff who reported the incident
 - Any staff neglect or violation of responsibilities that may have contributed to an incident or retaliation



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Time: 1 minute

Facilitator


Say: *Let's review what the standard requires. The main point here is that staff must report immediately knowledge, suspicion or information regarding an incident of sexual abuse/harassment. Let's think about that for a minute. It can be difficult to report on a fellow-staff member if you have no proof other than maybe uncharacteristic behavior, yet if you are suspicious of something happening, what do you do? Let's think about it for now and we will come back to it later.*

Notes:

Staff and Agency Reporting Duties, 115.61(b)

Staff and Agency Reporting Duties, 115.61

- Staff are to report immediately and according to agency policy any knowledge, suspicion, or information regarding an incident of sexual abuse or sexual harassment that occurred in a facility – this includes:
 - Any retaliation against inmates or staff who reported the incident
 - Any staff neglect or violation of responsibilities that may have contributed to an incident or retaliation



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<p>Time: 1 minute</p> <p>Facilitator</p> <p>Do: Review the slide briefly.</p> <p>Say: <i>As part of your reporting responsibilities PREA requires that you do not share information regarding the report or allegation except to necessary staff – this protects the investigation, the inmate, and staff.</i></p>	<p>Notes:</p>
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Staff and Agency Reporting Duties, 115.61(c)

Staff and Agency Reporting Duties 115.61(c)

- Unless otherwise precluded by Federal, State or local law, medical and mental health practitioners are required to report sexual abuse and to inform inmates of the practitioner's duty to report, and the limitation of confidentiality, at the initiation of services



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Time: 30 seconds

Facilitator


Say: *This standard also requires that medical and mental health practitioners report sexual abuse and inform inmates of the practitioner's duty to report and the limitations of their confidentiality.*

Notes:

Staff and Agency Reporting Duties (115.61, d and e)

Staff and Agency Reporting Duties (115.61, d and e)

- If the alleged victim is under the age of 18 or considered a vulnerable adult under a state or local vulnerable persons statute the agency should report the allegation to the designated State or local services agency under applicable mandatory reporting laws
- The facility should report all allegations of sexual abuse and sexual harassment, including third-party and anonymous reports to the facility's designated investigators



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Time: 1 minute

Facilitator

Say: *This standard also includes requirements about victims who are under the age of 18 or considered a vulnerable adult to ensure that staff report the allegation to the designated State or local services agency under applicable mandatory reporting laws*

Also, under PREA any reports (including third party and anonymous) are to be sent to the facility's designated investigator.

Notes:

An example of a vulnerable adult may be someone with severe mental health issues.

Allegations

Allegations

- How might you receive a report or allegation?
- Who can an allegation be made against?
 - Another inmate
 - Staff
 - Volunteer
 - Contractor
 - Others? (legal visit, community employers, coaches, teachers)

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<p>Time: 1.5 minute</p> <p>Do: Review slide content.</p> <p>Say: <i>Ok so we hear that all reports should be forwarded for investigation, so how might you receive a report or allegation based on your role in the facility?</i></p> <p><i>So who can an allegation be made against? Can you think of others not mentioned on this list?</i></p>	<p>Notes:</p>
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Who is a First Responder? 115.64

Who is a First Responder?



- Anyone can be a first responder in terms of being the first to know information or coming upon an incident
- Upon learning of an allegation that an inmate was sexually abused, the first **security staff** member to respond to the report is required to take several immediate steps (115.64)
- It is very important that you know your policy and responsibilities related to first responder duties

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Time: 1 minute

Facilitator

Say: *Anyone can be a first responder, you can receive a report or knowledge of an incident first or witness and event occurring.*

Upon learning of an allegation that an inmate was sexually abused, the first security staff member to respond to the report is required to take several immediate steps.

Remember, it is important to know your policy and what your responsibilities may be.

Notes:

First Responder Immediate Steps, 115.64

First Responder Steps, 115.64

1. Separate the alleged victim and abuser
2. Preserve and protect any crime scene until appropriate steps can be taken to collect evidence
3. If abuse within a time period that allows for physical evidence, request that the alleged victim and abuser do not take any actions that could destroy physical evidence to include: brushing teeth, washing, urinating, defecating, smoking, drinking or eating
4. If the first staff responder is NOT a security staff member, the responder is required to request that the alleged victim not take any action that could destroy physical evidence, and then notify security staff

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<p>Time: 1 minute</p> <p>Facilitator</p> <p>Do: Review slide content</p> <p>Say: <i>Let's review the steps outlined in the standard (read the slide content).</i></p> <p><i>Remember, follow your agency policy if it differs or describes the steps slightly different.</i></p>	<p>Notes:</p>
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First Responder May Also be Asked to:

First Responder May Also be Asked to:

- Record the date and time that the incident reportedly occurred
- Record the date and time that the report was made
- Record who initially reported the allegation
- Isolate witnesses before obtaining statements
- Secure the victims clothing and bedding
- Photograph contents of the room/scene of incident
- Treat the area in question as a crime scene
- Remain observant of any persons, events, potential evidence and environmental conditions
- Relay information to the investigative team

Source: Smith, Brenda and Jamie Yarussi; Addressing Sexual Violence Against Youth in Custody: Youth Workers' Handbook on Identifying and Addressing Sexual Violence in Juvenile Justice, 2013. Funded by NIC Accession Number 026309

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<p>Time: 2 minutes</p> <p>Facilitator</p> <p>Do: Cover the information on the slide.</p> <p>Say: <i>What else might a first responder be asked to do? Let's take a look at some additional important tasks that may fall within your responsibility (read the slide).</i></p>	<p>Notes:</p>
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If the Report is Delayed...

If the Report is Delayed...

If the allegation is not reported immediately, a first responder may be asked to:

- Refer the victim for appropriate medical/mental health care
- Report to the appropriate authorities
- Record the date and time the incident reportedly occurred
- Record the date and time that the report was made

Source: Smith, Brenda and Jamie Yarussi; Addressing Sexual Violence Against Youth in Custody: Youth Workers' Handbook on Identifying and Addressing Sexual Violence in Juvenile Justice, 2013. Funded by NIC Accession Number 026309

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Time: 1 minute

Facilitator

Say: *If the allegation is not reported immediately, so that means maybe the report is made several days or weeks later some things a first responder may be asked to do include:*

Do: Read the bullets from the slide.

Notes:

Actions a First Responder Should NOT Take...

Actions a First Responder Should NOT Take...

The first responder should not:

- Conduct in-depth interviews or attempt to determine anything beyond the basic information listed on the previous slide
- Attempt to determine the validity of the allegation
- Play any role in deciding whether an allegation should be reported to investigators
- Make any conclusions in the report

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Time: 1 minute

Facilitator

Say: *First responders are not investigators (usually). You do not want to contaminate an investigation if you are a first responder so do not conduct in-depth interviews or attempt to determine if someone is telling the truth or the validity of the allegation, and do not decide whether or not an allegation should be reported to investigators. As we already discussed, we have a responsibility under PREA to ensure all allegations are forwarded to an investigator.*

Reports made by first responders should not include any conclusions

Notes:

<i>regarding substantiated, unfounded, unsubstantiated, etc.</i>	
--	--


Actions a First Responder Should Take!

Actions a First Responder Should Take!

First Responders Should...

The first responder should prepare a report for the investigator that:

- Includes their observations at the time of the response
- Ensures observations are unbiased and clear for the investigator



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Time: 1 minute

Facilitator

Say: *First responders should include a report of the incident that notes date, time, and pertinent details surrounding the time you responded, who was around, where the incident occurred, who was allegedly involved, etc.*

Ensure reports are clear and as impartial as possible.

Notes:

First Responder and Victims of Abuse

First Responder and Victims of Abuse

Know the first responder(s) interaction with the victim could positively or negatively impact the investigation

Interaction with the victim should be culturally and developmentally appropriate and gender specific

- Discussing sex may be culturally prohibited; same sex sexual behavior may be shameful
- Youth may not have the "appropriate" language to use when discussing the incident

Source: Specialized Training: Medical/Mental Health Care (Regional Training Files) National Commission on Correctional Healthcare (NCHC), Presenter transcripts from a regional training held in Denver, CO in April 2013

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<p>Time: 1 minute</p> <p>Facilitator</p> <p>Say: <i>The way a first responder interacts with the victim can positively or negatively impact the investigation.</i></p> <p><i>Think about the inmate in question, any language, cultural, religious, age or other developmental issues should be taken into account when you speak to the victim. For example, if the alleged victim is known to be developmentally delayed you may consider speaking in slower manner and use vocabulary words that he/she would be sure to understand.</i></p>	<p>Notes:</p>
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First Responder and Victims of Abuse (continued)

First Responder and Victims of Abuse (continued)

- Treat all victims with dignity and respect
- Refer to what we learned about the dynamics of sexual abuse and harassment in confinement
- Females may want to process and discuss - they may describe more details and emotions; it may take more time to establish trust due to a previous abuse history; prefer relational language
- Males may use fewer words and may provide fewer details; may act out vs. talking, males may be reluctant to discuss the incident due to shame

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Time: 1 minute

Facilitator

Say: There may be some gender differences to take into account when working with male or female inmates. For instance females may discuss the incident in more detail, with emotion, etc. Also females may take a while before trusting the staff person they are talking to enough to speak with them.

Males on the other hand may provide fewer details and use fewer words to discuss the incident. Recall from our previous Unit 3, Part I some of the common reactions of victims to help understand their behaviors immediately following an incident.

Notes:

First Responder and Victims of Abuse (continued)

First Responder and Victims of Abuse (continued)

- Explain to the inmate the importance of maintaining physical evidence
 - Encourage the victim not do anything that could contaminate evidence, such as showering, eating or drinking
- Encourage involvement with mental health professional
- Allow the victim to have an advocate present
- Explain investigation process

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Time: 1 minute

Facilitator

Do: Review the slide.

Say: *As a reminder, If the incident occurred within a timeframe this applies, that the inmate not disturb physical evidence. This means not brushing teeth, showering, eating, drinking, going to the restroom, etc. Anything that could disturb evidence should be avoided. The abuser or alleged abuser should be given the same direction. It may also be appropriate to encourage involvement with mental health practitioner, ask if they want a victim advocate present and*

Notes:

*explain next steps in the
investigative process.*

Role Play



Time: 15 minutes

Facilitator

Say: *Time for an activity!*

Role Play activity. Let's demonstrate what we have learned about first response. You will breakup into groups of three. One person will be an observer/note taker, one will be Inmate Jones and one will be Officer Smith. I am going to read the class a case. Listen carefully and then Inmate Jones and Officer Smith should act out the next series of events based on what we have learned around first responder duties. The observer should record the steps taken and

Notes:

Try to allow enough time to debrief with the everyone together. Ensure to discuss specific considerations based on agency/facility policy. Ask them what they might document in a report after the incident.

This is an opportunity for the trainer to develop other scenarios that might have happened at the facility or address facility/agency specific issues to make it more relevant for the participants.

make note of any missing steps. You have 10 minutes to work on this together and then we will debrief together.

Do: Run through the scenario with the participants.

Say: *Now let's debrief. So what did you see CO Smith doing that was consistent with our discussion today? What could CO Smith have done to improve his/her response? Was anything missed? What about Inmate Jones? What signs did the inmate demonstrate consistent with our previous training? How was the communication between Inmate Jones and CO Smith? What did you do, if anything about Inmate Jackson? What elements should you have documented after the incident?*

Objective 2

Objective 2: Fulfill your responsibilities under agency sexual abuse and sexual harassment reporting and response policies and procedures

To meet this objective we will discuss:

- Facility coordinated response
- How to comply with relevant laws related to mandatory reporting of sexual abuse to outside authorities
- Facility/agency specific policy related to responding and reporting sexual abuse and sexual harassment

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<p>Time: 30 seconds</p> <p>Facilitator</p> <p>Say: <i>To meet this objective we will discuss facility coordinated response, how to comply with mandatory reporting laws, and policy related to responding and reporting to sexual abuse and sexual harassment.</i></p>	<p>Notes</p>
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Coordinated Response, 115.65

Coordinated Response, 115.65

- The facility should develop a written institutional plan to coordinate actions taken in response to an incident of sexual abuse, among staff first responders, medical and mental health practitioners, investigators, and facility leadership



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<p>Time: 30 seconds</p> <p>Facilitator</p> <p>Say: <i>Based on PREA standard 115.65, Coordinated Response each facility should have a plan that engages all necessary staff to respond appropriately to an incident or allegation of sexual abuse.</i></p>	<p>Notes</p>
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Your Role

Your Role

- You may play a role as part of a coordinated response to an allegation of sexual abuse or sexual harassment:

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Time: 1 minute

Facilitator

Say: *You may play a role as a result of the coordinated response plan to include the first responder which we already discussed. It will also involve medical, supervisor, mental health, investigator and victim assistance. Are you a member of a coordinated response team? Can you share with the class your responsibilities? Can you think of other critical staff in your facility who may need to play a role?*

Notes:

Let's now look at:

Let's now look at:

- Role and Responsibilities considered part of the facility's coordinated response plan"
 - Medical and mental health practitioners
 - Facility leadership
 - Investigator



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Time: 30 seconds

Facilitator


Say: *To better understand roles staff may play let's dive in a bit and discuss the role of the medical and mental health practitioner, the roles of the facility leadership and those of the investigator under PREA in responding to an incident of sexual abuse.*

Notes:

Medical and Mental Health Practitioners

Medical and Mental Health Practitioners

- PREA requires that victims be offered an exam which should be conducted by a SANE/SAFE (Sexual Assault Nurse Examiner or Sexual Assault Forensic Examiner)(115.21)
- The medical evidence collection and exam process takes a number of hours and should be conducted in a private place, consistent with policy
- There is required specialized training for medical and mental health practitioners to ensure an appropriate response to sexual abuse (115.35)



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Time: 1 minutes

Facilitator

Do: Review slide contents.

Say: *PREA requires that a victim of sexual abuse be offered an exam, which should be conducted by a Sexual Assault Nurse Examiner (SANE) or Sexual Assault Forensic Examiner (SAFE)
The process can take a number of hours and should be conducted in a location consistent with privacy and security needs.
Many facilities may have an MOU or contract with local hospitals to conduct the exam. There is also some required specialized*

Notes:

<p><i>training for medical and mental health practitioners per PREA standard (115.35)</i></p>	
---	--

Sane/SAFE Process

SANE/SAFE Process

The SANE (Sexual Abuse Nurse Examiner) will:

- Run through a full medical history with the victim and obtain a thorough understanding of all aspects of the assault
- Take pictures of all injuries and areas of the victim touched by the assailant
- Collect numerous samples from all areas that may contain DNA evidence, including the mouth, genitals, rectum, inner thighs, pubic hair, etc.

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Time: 1 minute

Facilitator

Say: *The SANE process overview typically covers understanding the victim's full medical history; obtaining a thorough understanding of all aspects of assault; taking pictures of injuries and areas of the victim touched by the assailant, and collecting numerous samples from all areas that may contain DNA evidence.*

Notes:

What about the alleged abuser/suspect?

What about the alleged abuser/suspect?

- If there is an obvious suspect, he/she must go through a similar process to provide DNA for comparison against the samples collected from the victim
- Any other evidence that may be on the suspect's clothing or body is collected for consideration in the investigation

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Time: 1 minute

Facilitator

Do: Read the information from the slide

Say: *If there is a suspect or abuser then he/she must go through the same process with a SANE and to collect evidence for consideration in the investigation.*

Notes:

Role of Investigators in Response

Role of Investigators in Response	
<ul style="list-style-type: none">• The investigator will be notified by the facility of the allegation or incident• The investigator will perform the appropriate tasks required to investigate• PREA requires specialized training for investigators to ensure specific considerations are taken into account when investigating sexual abuse in confinement settings (115.34)	
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Time: 1 minute

Facilitator

Do: Read the slide

Say: *The investigator should be notified of the allegation or incident and perform appropriate tasks to complete the investigation. PREA also requires specialized training for investigators to conduct investigations of sexual abuse.*

Notes:

Role of Facility Administration in Response

Role of Facility Administration in Response

- The facility/administration has major responsibilities:
 - Policy development/enforcement (115.11)
 - Post-allegation protective custody (115.43)
 - Agency Protection against retaliation (115.67)
 - Reporting to inmates (115.73)
 - Disciplinary sanctions for staff (115.76)
 - Corrective action for contractors/volunteers (115.77)
 - Disciplinary sanctions for inmates (115.78)
 - Sexual abuse incident reviews (115.86)

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Time: 1 minute

Facilitator

Do: Go over slide

Say: *Facility administration plays a critical role in responding and to sexual abuse. We have listed on the slide some of the primary responsibilities outlined by the PREA standards.*

Notes:

What about Mandatory Reporting Laws?

What about Mandatory Reporting Laws?

- What is your facility's/agency's mandatory reporting laws of sexual abuse to outside authorities?
- How does this play into your institutional coordinated response plan?
- Let's review and discuss as a group our responsibilities according to applicable laws



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Time: 10 minutes

Facilitator

Say: *Let's take a minute to review our related policy and laws regarding mandatory reporting of sexual abuse to outside authorities. How does this requirement integrate into the coordinated response plan? Who is responsible for mandatory reporting? Let's review and discuss our policy as a group to ensure we are all comfortable with our responsibilities according to applicable policies and laws.*

Notes:

Provide the participants with the applicable policy and law regarding mandatory reporting. This following link provides AU/WCL of state survey map with applicable laws:

<http://www.wcl.american.edu/endsilence/statesurveys.cfm>

Group Activity: What does your policy say?

Group Activity: What does your policy say?



- Review reporting and response policies and procedures related to sexual abuse/harassment
- Answer the following questions:
 - In policy what are the ways inmates can report an incident?
 - What are the ways staff can report an incident?
 - What are the ways staff can receive a report or allegation?
 - What are first responder responsibilities according to policy?
 - How would you respond to an allegation or report (think about dynamics of sexual abuse in your response)?

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Time: 15 minutes

Facilitator

Do: Break the participants into groups to complete the questions on the slide.

Say: *Let's take some time to look at our policies now as a group and answer the following questions on the slide. This will help solidify our understanding to some of the key components to response and reporting under PREA. Please take about 10 minutes with your group to review and then we will debrief for about five minutes to ensure we all have the same understanding.*

Notes:

The trainer should have the answer to these questions in advance to refer to and help guide the discussion. Try to keep the exercise to about 15 minutes total.

Review: Unit 3 Part II Objectives

Review: Unit 3 Part II Objectives

1. Know how to respond appropriately and professionally to signs of threatened and actual sexual abuse
2. Fulfill your agency's responsibilities under agency sexual abuse and sexual harassment reporting and response policies and procedures

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Time: .5 minutes

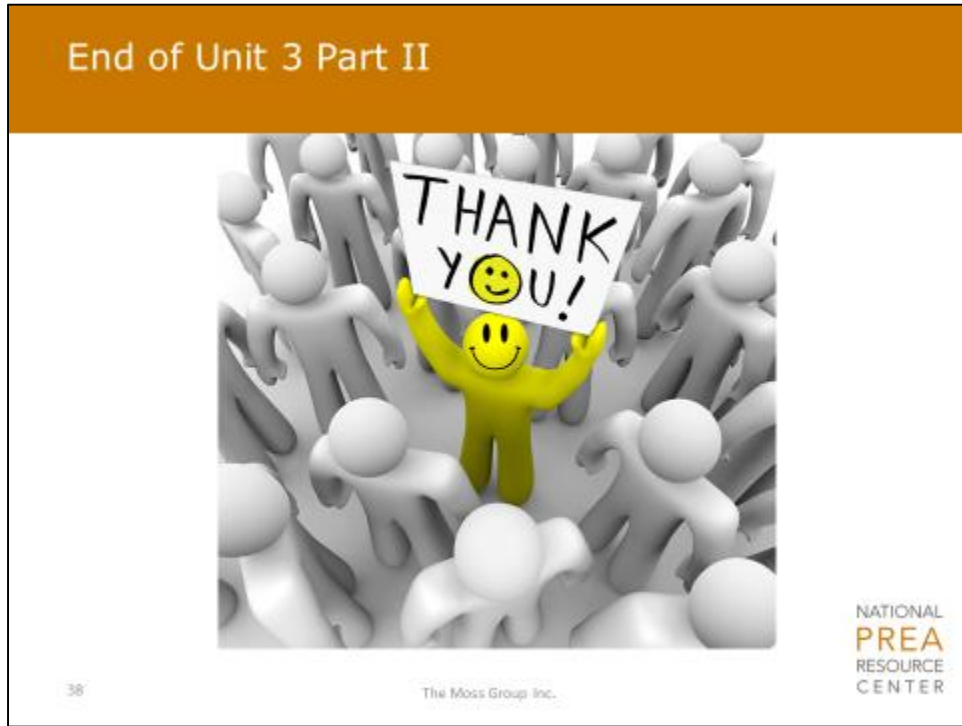
Facilitator

Do: Review the performance objectives for today's lesson.

Say: *Does anyone have any final questions or comments to share with the group?*

Notes:

End of Unit 3 Part II



<p>Time: 1 minute</p> <p>Facilitator</p> <p>Do: Conduct closing activities for the session.</p> <ul style="list-style-type: none">• Pass out/Retrieve evaluations <p>Do: Wrap up and adjourn</p>	<p>Notes</p>
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Supplemental Materials

Supplemental Materials

PowerPoint Handouts (3 slides per page)

Local PREA policies related to reporting and mandatory reporting sexual abuse

Relevant state laws related to mandatory reporting

First Responder Role Play Materials

First Responder & Victim of Abuse Role Play Activity Facilitator Sheet

Say: *Let's demonstrate our knowledge of the first responder interactions with inmate victims by conducting a role play activity in groups of threes. One person will be an observer, one will play inmate Jones and the other will play Officer Smith.*

Do: Read the case to the class.

Say: *While performing a round on the pod Correction Officer Smith stops by Inmate Jones' bunk. Inmate Jones is sitting on his bunk and he looks dazed and somewhat confused. Normally, Inmate Jones is active and social. While talking with Inmate Jones CO Smith notices several scratches and bruises on Inmate Jones' face. Inmate Jones tells you he fell. CO Smith begins to walk away, but notices a crimson stained garment tucked into the bottom of Inmate Jones' bed. Inmate Jones is given a directive to show the garment to CO Smith. Inmate Jones refuses. Interestingly, at this time Inmate Jackson begins to walk by several times and he is acting in a suspicious manner. Inmate Jones is given the directive a second time. Inmate Jones complies and shows CO Smith a pair of blood stained undergarments.*