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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.*

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# PREA EMPLOYEE TRAINING FACILITATOR MANUAL

## Unit 4

### Professional Boundaries

Instructor-Led Training Event

1.75 hour session



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## Course Description

This instructor-led training (ILT) experience will provide tools and information on professional boundaries for staff to utilize in correctional settings.

### Objectives

After completing this session, you will be able to:

1. Recognize inappropriate behavior, contact or relationships between staff and inmates
2. Understand the safety vulnerabilities and implications for facility culture when staff breach professional boundaries with inmates
3. Develop strategies to avoid inappropriate relationships with inmates
4. Develop strategies to avoid and address false allegations

### 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 2 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 an agenda for this training session to include breaks 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
- 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 comprehension of material (consult your PREA coordinator to ensure proper documentation is obtained to address PREA standards 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) Handout for Training Series Key Terms
- PREA policy
- Scenarios on Professional Boundaries

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.

<b>Facilitator Icons</b>	
	<b>Instructor Note:</b> Contains general instructor notes about the topic.
	<b>Chart on Pad:</b> Indicates when to chart information on a pad on a chart stand.
	<b>Demonstration:</b> Indicates when to perform a demonstration by displaying an application.
	<b>Multimedia:</b> Indicates when to show a multimedia file.
	<b>Breakout Session:</b> Indicates when to facilitate an activity that involves a breakout session.
	<b>Instant Feedback:</b> Indicates when to ask a question and invite participants to respond.
	<b>Reference:</b> Indicates additional technical or anecdotal information to be referred to as needed.
	<b>Activity:</b> Contains the instructions for completing an activity. Usually paired with other icons, such as breakout session. ,
	<b>Value-Laden Discussion:</b> 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 including residents of juvenile and community confinement facilities as well as detainees from lockups. 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	<b>Objectives for Unit 4</b>	Facilitator presentation	1
5	<b>Objective 1</b>	Facilitator presentation	.5
6	Let's Discuss	Facilitator presentation/discussion	5
7	Understanding the Mix of Dynamics in Confinement Settings	Facilitator presentation	1
8	Group Discussion	Group discussion	10
9	Examples of Inappropriate Behaviors	Facilitator presentation/discussion	2
10	Messages to Staff: What is expected?	Facilitator presentation	2
11	PREA and Boundaries	Facilitator presentation	1
12	<b>Objective 2</b>	Facilitator presentation	.5
13	Professionalism Compromised	Facilitator presentation	2
14	Safety Compromised	Facilitator presentation	2
15	Culture Compromised	Facilitator presentation	2
16	<b>Objective 3</b>	Facilitator presentation	.5
17	Answer these Questions	Facilitator presentation	4
18	What if you Answered "Yes"?	Facilitator presentation	1
19	What about your Co-Workers?	Facilitator presentation	2
20	Remember: Follow Your Agency Policy	Facilitator presentation	1
21	Develop Strategies	Individual activity	5
22	Small Group Discussion	Group activity/discussion	20
23	<b>Objective 4</b>	Facilitator presentation	.5

24	Strategies to Avoid False Allegations	Facilitator presentation/discussion	2
25	False Allegations Can Occur	Facilitator presentation	1
26	Disciplinary Sanction for Inmates, 115.78	Facilitator presentation	2
27	Group Discussion	Participant activity/discussion	10
28	Individual Exercise	Participant activity	5
29	<b>Review Objectives for Unit 4</b>	Facilitator presentation	1
30	End of Unit 4	Facilitator presentation	1
		<b>Total</b>	<b>1.75 hours</b>

# Welcome

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## Unit 4: Professional Boundaries

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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, **Professional Boundaries.***

### Notes:

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

If this material is presented in sequence with other units in then training during the same training day or event you can skip the welcome and introductions portion of the training, saving about 20 minutes.

# Introductions

**Introductions**

**Faculty**

- Name, Title
- Experience with PREA and/or training

**Participants**

- Name and Position

Please Introduce Yourself

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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.

**Notes:**

If this material is presented in sequence with other units in then training during the same training day or event you can skip the welcome and introductions portion of the training, saving about 20 minutes.

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

**Do:** Ensure all participants to introduce themselves. Make any appropriate affirmation or comments as needed.

# 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

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

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**Facilitator**

**Time: 30 seconds**

**Say:** *This is the fourth unit in a five-part training series to address training outlined in standard 115.31*

**Notes:**

## Objectives for Unit 4

**Objectives for Unit 4**

1. Recognize inappropriate behavior, contact or relationships between staff and inmates
2. Understand the safety vulnerabilities and implications for facility culture when staff breach professional boundaries with inmates
3. Develop strategies to avoid inappropriate relationships with inmates
4. Develop strategies to avoid and address false allegations

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<p><b>Time: 1 minute</b></p> <p><b>Facilitator</b></p> <p><b>Do:</b> Introduce the training topic.</p> <p><b>Say:</b> <i>Training objectives for this unit are:</i></p> <ol style="list-style-type: none"><li>1. <i>Recognize inappropriate behavior, contact or relationships between staff and inmates</i></li><li>2. <i>Understand the safety vulnerabilities and implications for facility culture when staff breach professional boundaries with inmates</i></li><li>3. <i>Develop strategies to avoid inappropriate relationships with inmates</i></li></ol>	<p><b>Notes:</b></p>
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<i>4. Develop strategies to avoid and address false allegations</i>	
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# Objective 1

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**Objective 1: Recognize inappropriate behavior, contact or relationships between staff and inmates**

**To meet this objective we will discuss**

- Reasons why relationships may occur in confinement settings between staff and inmates
- Identify inappropriate behaviors

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<p><b>Facilitator</b></p> <p><b>Time: 30 seconds</b></p> <p><b>Say:</b> <i>To meet objective one we will discuss reasons why relationships may occur in confinement settings between staff and inmates and identify inappropriate behaviors.</i></p>	<p><b>Notes:</b></p>
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## Let's Discuss

**Let's Discuss**

- We all know relationships with inmates are inappropriate, against the rules, and can create safety issues
- So why do you think it happens?
- It is a complicated issue!



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**Facilitator**

**Time: 5 minutes**

**Say:** *We all know relationships with inmates are against the rules, can create safety issues, and can even make you lose your job. But we still see it happens. Why do you think this is?*

**Do:** Solicit answers from participants.

**Say:** *This is a complicated issue.*

**Notes:**

# Understanding the Mix of Dynamics in Confinement Settings

## Understanding the Mix of Dynamics in Confinement Settings

- Confinement settings are complex:
  - Same community
  - Know inmates long-term at the facility
  - Staff may have their own vulnerabilities
  - Closeness in age between staff and inmates
- This can create challenges in maintaining professional boundaries
- Remember, in confinement there is no such thing as staff-inmate consensual relationships

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### Facilitator

**Time: 1 minutes**

**Say:** *Confinement settings are complex. People may be from the same community, staff may know inmates long-term at the facility, staff may have their own vulnerabilities, and sometimes there can be closeness in age between staff and inmates. All this creates a mix of challenging dynamics that impact professional boundaries. But regardless of these challenges, remember that there is no such thing as staff-inmate consensual relationships.*

### Notes:

## Group Discussion

### Group Discussion

**Discuss in small groups:**

- What behaviors have you seen in facilities that blurred or crossed professional boundaries?
- What are some behaviors that could be considered in the “gray area”?
- What might be challenging in maintaining professional boundaries?



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**Facilitator**

**Time: 10 minutes**

**Say:** *Let’s take a few minutes to get into smaller groups and discuss the questions posed on the slide. Write down your responses to each question. We won’t all share our responses, but I will ask for volunteers to debrief with the group some of the insights you discussed with one another.*

**Do:** Monitor the group discussions by surveying and walking around the room. Answer questions if necessary.

**Notes:**

## Examples of Inappropriate Behaviors

### Examples of Inappropriate Behaviors

- Some behaviors that can put you at risk of crossing professional boundaries include:
  - Making sexual jokes with inmates or in front of inmates
  - Using inmate nicknames instead of proper terminology dictated by policy
  - Discussing personal issues with inmates or in front of inmates
  - Allowing a favorite inmate to have special privileges
  - Feeling like you can trust an inmate to have your back
  - Doing special favors for inmates (contacting outside family members or bringing in contraband)
  - Getting involved with inmate issues
  - Gossiping about other staff with inmates or in front of inmates
  - Complaining about supervisors or your job with inmates
- Can you think of any others?

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**Facilitator**

**Time: 2 minutes**

**Say:** *We have posted some examples of inappropriate behaviors that can cross the line of professional boundaries. Can you think of any other examples?*

**Do:** Solicit a few answers and responses and then move on to the next slide.

**Notes:**

## Messages to Staff: What is expected?



### Facilitator

**Time: 2 minutes**

**Say:** *One of the challenges we encounter as staff is the range of messages we hear that can sometimes seem contradictory. So in some cases you may be trying to help an inmate and yet it can be perceived in a different way. Or we hear “know your inmates” but also “don’t get too close.” This can be a challenging balance for staff, particularly those who are on the front lines every day with the inmates.*

### Notes:

## PREA and Boundaries

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### PREA and Boundaries

**What Can You Do?**

- Observe and learn the patterns and behaviors of the inmates you supervise to better prevent, detect and respond to sexual abuse
- Be approachable and respectful by using professional communication
- Remember your role with inmates and refer them to appropriate staff
- Follow your agency policy

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**Facilitator**

**Time: 1 minute**

**Say:** *So what can you do as staff to maintain boundaries but still fulfill your responsibilities under PREA?*

**Do:** Read the list on the slide and ask if anyone can think of other ideas.

**Notes:**

## Objective 2

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Objective 2: Understand the safety vulnerabilities and implications for facility culture when staff breach professional boundaries with inmates

**To meet this objective we will discuss:**

- How staff-inmate relationships:
  - Impact professionalism and agency credibility
  - Impact staff and inmate safety
  - Impact facility culture and community

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**Facilitator**

**Time: 30 seconds**

**Say:** *To meet this objective we will discuss staff-on-inmate relationships and more specifically the impact on professionalism and agency credibility, safety and culture, and community.*

**Notes:**

# Professionalism Compromised

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**Professionalism Compromised**

**Inappropriate staff-inmate relationships...**

- Jeopardize security
- Victimize/re-traumatize those vulnerable from past abuse situations
- Damage trust among staff, inmates, families, volunteers and contractors
- Violate constitutionally-guaranteed rights of inmates
- Create a hostile/sexualized work environment
- Expose entire agency and staff to civil and criminal liability
- Polarize the department as people take sides
- Create bad media/press
- Undermine public support for corrections and for government

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**Facilitator**

**Time: 2 minute**

**Say:** *This list contains some examples as to how professionalism is compromised when staff-inmate relationships occur.*

**Do:** Read the list on the slide.

**Say:** *Can you think of any other examples?*

**Notes:**

# Safety Compromised

**Safety Compromised**

**Inappropriate staff-inmate relationships...**

- Result in contraband being brought into the facility
- Create an opportunity for inmates to access restricted areas
- Can provide inmates with access to information on security and operations at the facility
- Put the staff in a precarious situation, beholden to inmate requests for fear of being found out
- Create distrust with co-workers, who will have your back?
- Staff stop thinking clearly about safety and security, focused on the relationship

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**Facilitator**

**Time: 2 minute**

**Say:** *This list contains some examples as to how your safety and/or inmate safety can be compromised. There are rare and extreme cases that have occurred where a staff member formed a relationship with an inmate and ended up planning an escape from the prison. In the process of the inmate escaping someone was killed.*

**Do:** Read the list on the slide.

**Say:** *Can you think of any other examples?*

**Notes:**

This section of the training provides a good opportunity for trainers to highlight real examples from their agency or system of staff and inmate relationships that have compromised the safety of the facility.

## Culture Compromised

**Culture Compromised**

**Inappropriate staff-inmate relationships...**

- Create a sexualized work environment
- Create a culture of secrecy and code of silence
- Create a culture of accepting inappropriate behaviors, makes staff uncomfortable to go to work
- Can result in unwanted media attention, lawsuits, investigations
- Damage lives (staff, victims and families impacted)

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**Facilitator**

**Time: 2 minute**

**Say:** *The culture of the facility and agency is compromised as well when staff cross professional boundaries.*

**Do:** Read the list on the slide.

**Say:** *Can you think of any other examples?*

**Notes:**

This section of the training provides a good opportunity for trainers to highlight real examples from their agency or system of staff and inmate relationships that have compromised the safety of the facility.

## Objective 3

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**Objective 3: Develop strategies to avoid inappropriate relationships with inmates**

**To meet this objective we will discuss:**

- Questions to ask yourself to maintain boundaries
- How to help your co-workers if they are close to crossing professional boundaries
- Policy to guide actions and behaviors

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**Facilitator**

**Time: 30 seconds**

**Say:** *To meet this objective we will discuss ways to maintain boundaries, ways to help your co-workers if you see them struggling with professional boundaries, and policy that guides behaviors.*

**Notes:**

# Answer these Questions

Answer these Questions:		
1	Do you look forward to seeing a particular inmate when you come to work?	Yes or No?
2	Have you done anything with an inmate you would not want your family or your supervisor to know about?	Yes or No?
3	Would you be reluctant to have a co-worker observe your behavior for a whole day?	Yes or No?
4	Do you talk about your personal matters with inmates?	Yes or No?
5	Do you believe you can ask an inmate to do personal favors for you?	Yes or No?
6	Have you ever received personal advice from an inmate?	Yes or No?
7	Have you said anything to an inmate that you would not want tape recorded?	Yes or No?
8	Do you have thoughts or fantasies of touching a particular inmate? Does this extend into planning how you can be alone with the inmate?	Yes or No?
9	Do you think you have the right to touch an inmate wherever and whenever you want to?	Yes or No?
10	Do you have a feeling of not being able to wait to share good/bad news with a particular inmate?	Yes or No?
11	Do you think inmates are not allowed to say no to you, no matter what you ask?	Yes or No?
12	Have you ever allowed inmates to talk about sexual experiences or sexual fantasies, or to tell sexual jokes in your presence?	Yes or No?

Source: "The Dangerous Dozen" by Teena Farmon

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**Facilitator**

**Time: 3 minutes**

*Say: This list of twelve questions is referred to as the "Dangerous Dozen." They were developed by Teena Farmon as way for staff to self-check to see if they were vulnerable or had crossed professional boundaries. Let's read through each questions and you can answer the questions in your head, "yes" or "no".*

"The Dangerous Dozen" by Teena Farmon

**Notes:**

Some trainers can create a worksheet from these questions that staff can then write down yes or no after each question.

## What if you Answered “Yes”?

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### What if you Answered “Yes”?

- It is important to address your concerns if you answered “yes” to any of the previous questions
- Utilize employee assistance, if applicable
- Seek guidance from a supervisor
- Seek support professionally or from a trusted source

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#### Facilitator

**Time: 1 minute**

**Say:** *If you answered “Yes” to any of the questions from the “Dangerous Dozen” it is important to address your concerns or vulnerabilities. Seek employee assistance and/or speak to a supervisor about your concerns. It is important to think about you agency policy in these cases as there may be some specific guidance in these cases.*

#### Notes:

## What about your Co-Workers?

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### What about your Co-Worker?

- What if you notice a co-worker who is demonstrating some of the signs we discussed?
- Depending on the severity of behaviors, you can talk with your co-worker and make sure they are ok, tell him/her what you have noticed about their behavior and try to help them
- If you suspect sexual abuse you must report it

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#### **Facilitator**

**Time: 2 minutes**

**Say:** *When you were thinking about the questions from the “Dangerous Dozen” you may have not had any yeses for yourself but thought of behaviors that maybe one of your co-workers exhibits. If that is the case, you should determine if you feel comfortable talking to your co-worker about their behavior and help them step away from the line before they cross it. If you suspect sexual abuse or sexual harassment, under PREA you must report it.*

#### **Notes:**

## Remember: Follow Your Agency Policy

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### Remember: Follow Your Agency Policy

- Policy should guide ethics, values and behavior
- Guidelines from policy might include:
  - Do not share personal information
  - Do not socialize within or outside the workplace
  - Do not give legal advice
  - Do not grant special favors
  - Do not give or accept gifts
  - Do not gamble or make bets
  - What's in your policy?

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#### **Facilitator**

**Time: 1 minutes**

**Say:** *Remember that you should follow your agency policy. There is likely a policy section that focuses on ethics, values and behavioral expectations some examples might include (read the slide bullet points.)*

#### **Notes:**

Trainers may want to highlight applicable agency or facility policy related to behavior and ethics that coincide with this training topic.

## Develop Strategies

### Develop Strategies

**Individual Exercise**

- Write on a piece of paper strategies you can use to avoid inappropriate relationships
- Examples may include:
  - Follow policy
  - Avoid being alone with inmates, consistent with agency policy
  - Think about how I communicate and what I say, am I being professional?
  - Develop personal values and guidelines to follow everyday
  - Identify someone to talk to if you feel you are vulnerable

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<p><b>Facilitator</b></p> <p><b>Time: 5 minutes</b></p> <p><b>Say:</b> <i>Let's take a few minutes to think about what we have discussed today. I want each of you to take out a piece of paper and write down some personal strategies you can utilize to ensure you don't cross the line. I have put some examples on the slide, but think of additional ways you can manage yourself and help out your co-workers to maintain professionalism. We will not share these with the class, so be honest and keep the paper for yourself to refer back. You have about five minutes to complete this individual exercise.</i></p>	<p><b>Notes:</b></p>
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## Small Group Discussion

### Small Group Discussion

**In your groups:**

- Review the assigned scenario(s) and reach a group consensus of how the staff person in question should handle the situation
- Hold your answer until asked to share with the larger group



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### Facilitator

**Time: 20 minutes**

**Say:** *Now we are going to do a small group activity. I will divide you up into groups and provide scenarios or dilemmas that staff may find themselves in. You will be tasked with reading the scenario with the group and coming up with the appropriate staff response based on the question being asked. You will have about seven minutes with your group to discuss and then we will come back together where each group will briefly describe the scenario and their response.*

### Notes:

Trainers may want to develop additional scenarios based on facility-specific needs or examples that are particularly timely. This exercise may take longer or shorter depending on the number of groups in the training. Adjust timing accordingly.

## Objective 4

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### Objective 4: Develop strategies to avoid and address false allegations

#### To meet this objective we will discuss:

- Ways staff can avoid false allegations through policy and practice
- Challenges of false allegations and ways to respond

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#### Facilitator

**Time: 30 seconds**

**Say:** *To meet our final objective for this training we are going to briefly discuss ways staff can avoid false allegations as a component of professional boundaries as well as some of the challenges and responses for staff should a false allegation be made against them.*

#### Notes:

## Strategies to Avoid False Allegations

### Strategies to Avoid False Allegations

- For anyone working in corrections, you may face a false allegation against you
- What can you do?
  - Maintain respectful and professional communication at all times
  - Clearly establish your professional boundaries with staff and inmates
  - Create credibility among inmates and staff through being fair and policy-minded
  - Other suggestions?

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**Facilitator**

**Time: 2 minutes**

**Say:** *For anyone working in corrections, there may come a day when a false allegation is made against you. It comes with the job. So what can you do? It is critical that you continue to act professionally through communication, clearly established boundaries with staff and inmates, and develop a reputation for being fair and policy-minded.*

*What else can you do?*

**Notes:**

## False Allegations Can Occur

**False Allegations Can Occur**

- False allegations can be personally and professionally challenging
- Investigations are critical even in false allegations, it maintains credibility of the system and can clear your name
- Do not spread rumors or gossip about the person in question
- Educate inmates on the damage false allegations can create on personal lives, the facility, and their own lives should something serious need to be reported
- When sexual abuse is addressed in policy and practice, there may be an initial spike in both legitimate and false allegations

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**Facilitator**

**Time: 1 minute**

**Say:** *False allegations can be extremely stressful, challenging and disrupt professional and personal life. Investigations are critical even when you know the allegation isn't true because it maintains credibility in the process and people will trust the outcome of the process to clear your name.*

*It is important if someone is accused of an incident that you as staff don't participate in the gossip. That only ostracizes your fellow staff even more. Educate inmates on the real*

**Notes:**

*impact false allegations can create for themselves and for staff. In some cases when sexual abuse policy and practice are addressed there may be an initial spike in false allegations, but that should reduce significantly over time when there is a process in place to respond to allegations appropriately.*

## Disciplinary Sanction for Inmates, 115.78

### Disciplinary Sanction for Inmates, 115.78

- For the purpose of disciplinary action, a report of sexual abuse made in good faith based upon a reasonable belief that the alleged conduct occurred shall not constitute falsely reporting an incident or lying, even if an investigation does not establish evidence sufficient to substantiate the allegation
- What does your policy state regarding disciplinary sanctions for inmates who make false allegations?
- The challenge is maintaining a reporting culture by not punishing those who are making reports in good faith

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#### Facilitator

**Time: 2 minutes**

**Say:** *Some of you may be asking yourself, why don't inmates get punished for making false allegations? Inmate rules should include sanctions for making malicious false allegations, however, per the PREA standard 115.78, any allegation made in good faith does not constitute falsely reporting. Also, as a facility focused on promoting a reporting culture you do not want to deter inmates who may have a legitimate concern.*

#### Notes:

## Group Discussion

**Group Discussion**

**In Small Groups, discuss:**

- Why do you think false allegations might occur?
- How can you as staff respond?



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**Facilitator**

**Time: 10 minutes**

**Say:** *In small groups, let's take about five minutes to discuss these two questions posted on the slide with your group. We will debrief for about five minutes to discuss your ideas.*

**Do:** Take 5 minutes to debrief with the class.

**Notes:**

## Individual Exercise

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### Individual Exercise

**What is Your Commitment?**

- Create a list of five practical things you can do at work tomorrow (or the next day you return) as a result of this training
- Share three of them with your group

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**Facilitator**

**Time: 5 minutes**

**Say:** *Take two minutes to write down ways you can support yourself and your co-workers in maintaining professional boundaries. Share your commitments with another person in the group.*

**Do:** Monitor the class for questions.

**Notes:**

## Review Objectives for Unit 4

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### Review Objectives for Unit 4

1. Recognize inappropriate behavior, contact or relationships between staff and inmates
2. Understand the safety vulnerabilities and facility culture implications when staff breach professional boundaries with inmates
3. Develop strategies to avoid inappropriate relationships with inmates
4. Develop strategies to avoid and address false allegations

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**Time: 1 minute**

**Facilitator**

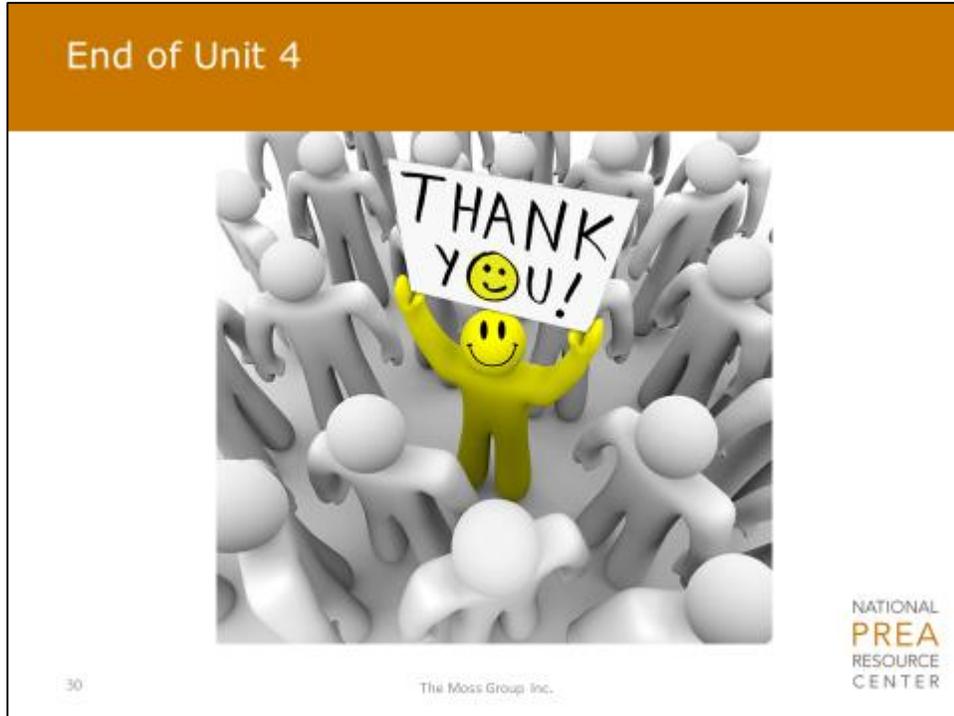
**Do:** Review the performance objectives for today's lesson.

**Say:** *Thank you for your attention.*

**Notes:**

## End of Unit 4

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

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### **Supplemental Materials**

PowerPoint Handouts (3 slides per page)

Local PREA policies

Professional Boundaries Scenarios