

**Specialized Training: Investigating Sexual Abuse in
Correctional Settings
Notification of Curriculum Utilization
December 2013**

The enclosed *Specialized Training: Investigating Sexual Abuse in Correctional Settings* curriculum was developed by The Moss Group, Inc. (TMG) 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 PREA standards served as the basis for the curriculum's content and development with the goal of the *Specialized Training: Investigating Sexual Abuse in Correctional Settings* curriculum to satisfy specific PREA standard requirements.

It is recommended that the *Specialized Training: Investigating Sexual Abuse in Correctional Settings* curriculum be reviewed in its entirety before choosing which modules to use. Any alterations to the original materials must be acknowledged during their presentation or requires removal of the PRC and TMG logos.

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

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



NATIONAL
PREA
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2013

**Specialized Training: Investigating Sexual
Abuse in Correctional Settings**

Instructor's Guide



**The Moss Group, Inc.
funded by
U.S. Department of Justice,
Bureau of Justice Assistance through
the PREA Resource Center**

Specialized Training: Investigating Sexual Abuse in Correctional Settings

Instructor's Guide with Lesson Plans

Funded by
U.S. Department of Justice, Bureau of Justice Assistance
Through The National PREA Resource Center

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Training Agenda

Specialized Training: Investigating Sexual Abuse in Correctional Settings

Training Objectives

The purpose of this training is to assist agencies in meeting the requirements of PREA standard 115.(3)34: “Specialized Training for Investigators” and to increase participant success in the investigative process. The training will enable participants to:

1. Explain the legal liabilities relating to investigation of sexual abuse in confinement settings;
2. Understand the PREA standard requirements and best practice in first response, evidence collection procedures and investigation processes;
3. Explain the impact of culture on investigations of sexual abuse and sexual harassment;
4. Describe the processes involved in forensic medical exams, and the role of the victim advocate;
5. Define appropriate trauma-informed and gender-informed interviewing techniques; and
6. Identify key concepts and PREA standard requirements in report writing.

Training Agenda Template

Two Days

Specialized Training: Investigating Sexual Abuse in Correctional Settings

Day 1

8:30 – 9:00am	WELCOME, INTRODUCTIONS AND OVERVIEW
9:00 – 10:15am	Module 1: PREA UPDATE AND OVERVIEW OF PREA INVESTIGATIVE STANDARDS: GUIDANCE FOR THE FIELD
10:15 – 10:30am	<i>BREAK</i>
10:30 – 11:45am	Module 2: LEGAL ISSUES AND AGENCY LIABILITY: WHAT INVESTIGATORS SHOULD KNOW
11:45 – 12:45pm	<i>LUNCH</i>
12:45 – 1:45pm	Module 3: INVESTIGATIONS AND AGENCY CULTURE (optional)
1:45 – 2:00pm	<i>BREAK</i>
2:00 – 3:00pm	Module 4: TRAUMA AND VICTIM RESPONSE: CONSIDERATIONS FOR THE INVESTIGATIVE PROCESS
3:00 – 3:15pm	<i>BREAK</i>
3:15 – 4:45pm	Module 5: ROLE OF MEDICAL AND MENTAL HEALTH PRACTITIONERS IN INVESTIGATIONS (optional) <i>Presented in collaboration with local SANE</i>
4:45 – 5:00pm	WRAP UP AND QUESTIONS

Day 2

8:30 – 8:45am	QUESTIONS FROM DAY ONE
8:45 – 10:45am	Module 6: FIRST RESPONSE AND EVIDENCE COLLECTION: THE FOUNDATION FOR SUCCESSFUL INVESTIGATIONS
10:45 – 11:00am	<i>BREAK</i>
11:00am – 12:15pm	Module 7: INTERVIEWING TECHNIQUES: SKILLS THAT ADDRESS THE DYNAMICS OF SEXUAL ABUSE
12:15 – 1:15pm	<i>LUNCH</i>
1:15 – 2:15pm	Module 7 <i>continued</i>: INTERVIEWING TECHNIQUES: SKILLS ADDRESSING THE DYNAMICS OF SEXUAL ABUSE
2:15 – 2:30pm	<i>BREAK</i>
2:30 – 3:00pm	Module 8: REPORT WRITING
3:00 – 4:00pm	Module 9: PROSECUTORIAL COLLABORATION (optional) <i>Presented by local Prosecutor</i>
4:00– 4:15pm	WRAP UP AND EVALUATIONS

How to Use the Instructor's Guide and Teaching Tips

This curriculum was designed to address the topics required in PREA standard 115.34, 124, 234, and 334. Trainers should review the materials provided and do the following:

- ✓ **Conduct a needs assessment.** No training exists in a vacuum. Trainers should coordinate with their PREA Coordinator to establish what needs exist that are specific to their agency, their policy, and their investigators and modify the training to meet those needs. The BJA [PREA Toolkit](#) could be a good resource for the PREA Coordinator if he/she has not already conducted an agency assessment or constructed a PREA compliance plan.
- ✓ **Assess the audience.** Every agency has investigators with different levels of experiences. Because of the requirements of the PREA Standards and the average experience levels of facility investigators across the country, some of the information contained in this curriculum is quite basic. The trainer should be aware of the experience level of the audience when preparing the training, and review the materials to either a) determine a method of presentation that appropriately addresses the audience's experience levels, or b) remove those pieces of information that may be too basic for the audience to avoid causing frustration or indifference among training participants. If more advanced material is required for the audience, technical assistance can be requested from the National PREA Resource Center at <http://www.prearesourcecenter.org/>. Additionally, trainers should consider including stakeholders in select parts of the training to enhance communication within the agency. For example, it may be beneficial to include some level of administrator in both *Module 2: Legal Issues and Agency Liability* and *Module 3: Agency Culture*.
- ✓ **Implement the recommendations** in red font for training revision based on agency-specific information. The current training provides content based on the requirements of the PREA standards and best practice in the area of investigating incidents of sexual abuse or sexual harassment. Investigators in any agency will benefit from a revision of the training to include agency-specific policy and procedure to ensure investigators understand how the PREA standards impact their day-to-day duties. Additionally, the current PowerPoint® slides and curriculum are designed to be applicable to both adult and juvenile agencies. Trainers should review the training and remove any information that is not applicable to the population of their agency.
- ✓ **Select Relevant Modules.** Determine whether to include the “optional” modules based on the needs of the audience and the time limitations within which they are working. These modules can be extremely valuable if there is time to include them, but they are not required within the PREA Standard. If you choose not to implement, training objectives three and four will not apply.
- The selection of the trainers can influence the receptivity of the audience. The following characteristics should be considered when selecting trainers for any training:
 1. Content expertise
 2. Effectiveness as a speaker
 3. Diversity (race, gender, age, ideas)
 4. Credibility

5. Reliability
6. Technologically competent with presentation technology (e.g., PowerPoint® slides)
7. Someone from the local site in addition to national presenters
8. Commitment to and interest in the topic of PREA.

For this training in particular, it is recommended an experienced trainer co-teach with an investigator or someone with subject matter expertise in investigations. Modules such as Module 7: Interviewing are best taught by someone with experience in the skill set being trained.

- A good way to enhance training is to bring in outside presenters. Modules that may benefit from outside presenters include:
 1. Module 2: Legal Issues and Agency Liability may be best presented by someone from Human Resources or Legal to ensure the instructor’s expertise in the area of case law.
 2. The section of Module 5: Medical and Mental Health Practitioners addressing the forensic medical exam module would ideally be presented by a Sexual Assault Nurse Examiner to ensure expertise.
 3. Module 9: Prosecutorial Collaboration would ideally be presented by, or in collaboration with, a local prosecutor who handles sexual abuse cases from your agency. This would enhance relationship building and allow for issues and questions specific to your agency to be addressed.
- The lesson plan modules can be arranged in a variety of ways to meet the specific training needs of participants. The suggested format for the training, however, is teaching the modules in the numeric sequence over a two day period.
- There is one formal break scheduled in the morning and one in the afternoon. You may need to judge whether this is enough. Per adult learning theory, adding in a few stretch breaks can help with participants’ attention span and energy.
- At the beginning of each module are more generalized teaching tips for that module, including concepts to emphasize and frequently asked questions.
- The method of presentation for the training includes lecture, interactive exercises, and visual aids (DVDs and a PowerPoint® slide format). Each time a PowerPoint® slide program or video is used, the following logos will appear in the right hand column of the lesson plans:




video or DVD




PowerPoint®

This is the indication to put in the video, DVD or forward to the next slide. The slides are to enhance and clarify your presentation. Do not read or talk “to” the slides. Use a remote

control or ask a co-trainer to forward the slides for you. Practice using the equipment before the training.

- A notebook icon  will appear in the far right column when the trainer needs to refer to a written handout or page in the participants’ notebook.

The lesson plans are written in a lecture format with talking points, although an instructor should feel free to present the material in the manner most appropriate to their audience. The far left column includes suggested times for the slides. The middle column includes an image of a PowerPoint® slide and talking points for the instructor. Teaching tips are included in the far right column.

<p>1 min</p>	<p style="text-align: center;">Title of Slide</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Example Slide</p> <ul style="list-style-type: none"> • Example Slide <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Teaching tips are included below the slide.</p>	<p style="text-align: center;"> Title of Slide</p> <p>Teaching tips are included in this column.</p> <p style="color: red;">Recommendations for modification of content based on agency-specific considerations are included in red font.</p>
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- The word “Activity” appears whenever there is an individual or small group exercise. General discussion questions posed to the full group by the instructor are not listed as an activity but rather a regular part of the lecture style. Group activities and participant involvement are an important part of any training. Group interactions with the trainer involving mutual inquiry, shared experiences and personal observations help keep the training interesting and relevant. This training contains the activities that are necessary to communicate content, but it is recommended that trainers add more activities if their time allows. A collection of suggested activities are included in the curriculum following this section.
- Adult learning models suggest that for maximum attention and retention, “non-lecture” activities be interjected at least every ten minutes.
- People learn in different ways – some are visual learners, some need to experiment and be more “hands on”, while others prefer a lecture format. Mix up your teaching style to reach the maximum number of people. Explain things in different ways and monitor your audience for comprehension through verbal interaction, watching their behavior and

feedback. The following information on your training audience's different learning styles will assist you in creating an effective presentation:

Basic Learning Styles

Visual – See it or watch it done

Auditory – Hear it

Tactile-Kinesthetic – Touch it or do it

Thinking Styles

Concrete - focuses on facts and figures

Abstract – focuses on relationships, principles, ideas and underlying meanings or moods

Sequential – orders information in a linear, step-by-step manner

Random – orders information in chunks with no particular sequence

Analytical – breaks information down into the component parts and are very detail-oriented

Global – Sees information in terms of the overall picture and the context

Personality Styles

Directing – Fast-paced and task-oriented

Influencing – Fast-paced and people-oriented

Steady – Slower-paced and people-oriented

Conscientious – Slower-paced and task-oriented

(From How to Teach so they can Learn by Lori Coeman, Mott Media, 2002)

- It is suggested that you allow at least six to eight hours to review the materials and walk through the activities before you instruct the program.

Instructional Methods

METHOD	ADVANTAGES	POSSIBLE DISADVANTAGES	COMMENTS
INFORMATIONAL			
Lecture Lecturette (shorter lecture) Lecture-Forum (with question cards or question/answer period)	Conveys large sum of information; fast; efficient forum allows exploration of content in more detail.	Audience is largely passive.	Trainer should be an interesting speaker, able to self-limit and stick to time, be able to facilitate questions effectively.
Panel Panel forum Expanding Panel (vacant chair—individual can join panel when wishing to express opinion)	Adds different points of view to content.	Audience is largely passive with exception of expanding panel; expanding panel not practical with groups larger than 20.	Leader must express solid set of ground rules and have skills to enforce them.
Debate	Provides different points of view; thought-provoking.	Audience is largely passive.	Same as for panel.
Presentation Presentation with Listening Teams (participants given listening assignment before presentation question speaker afterward) Presentation with Reaction Panel (small group listens and forms panel following presentation)	Keeps participants interested and involved. Resources can be discovered and shared. Learning can be observed. Lots of information; fast; new points of view; a more organized question-and-answer format; reaction panel can speak.	Learning points can be confusing or lost. A few participants may dominate the discussion. Time control is more difficult. Audience is largely passive; reaction panel may not represent all views of the group.	Trainer orally presents new information to the group. Trainer should structure listening assignment with clear purpose; must select panelists from a cross-section of the group.
Film Prepared Videotape Slides Educational T.V.	Reinforces content, adds entertainment; video allows lights to remain on; flexible start and stop for discussion.	Passive methods for an audience; possibility of equipment problems.	These methods are not appropriate early in a session; never use to start a session; always introduce & de-brief a film, etc.; say, “Look for __, __, & __”;

			leader should set up and test equipment before session; have adapter plug and extra bulbs.
<p>Group Discussion (of given topic)</p> <p>Buzz Groups (short, time-limited discussion on given subject)</p>	<p>Keeps participants interested and involved.</p> <p>Resources can be discovered and shared.</p> <p>Learning can be observed.</p> <p>Participants are active; allows chance to hear other points of view; quieter people can express viewpoints and ideas.</p>	<p>Learning points can be confusing or lost.</p> <p>A few participants may dominate the discussion.</p> <p>Time control is more difficult.</p> <p>Inexperienced leader may be unable to use format for attitudinal purposes.</p>	<p>Trainer divides large group into small groups; groups of 4–6 are most effective.</p> <p>Small group has a short time to discuss a topic or solve a problem</p> <p>Trainer should be able to give clear instructions and keep discussion on target. Main function is judging when to cut off discussion.</p>
Brainstorming	<p>Can get all participants involved in collecting a lot of information.</p> <p>Quickly generate ideas.</p> <p>Good for problem-solving; quick change of pace; filler; allows all to participate; validates ideas of group.</p>	<p>The problem/issue must be clearly defined.</p> <p>Time control is more difficult.</p> <p>Need clear trigger questions and evaluation/discussion afterwards; somewhat over-used method; requires careful facilitation.</p>	<p>For idea generation and creative group thinking; all participants present many ideas as rapidly as possible on a problem or issue. Then group organizes list into categories for further discussion.</p> <p>Do not evaluate, criticize, omit, or discuss contributions until all are written; record in contributor's own words; use another person to record if possible.</p>
<p>Reading (alone or aloud)</p> <p>Reading with Discussion or Report.</p>	<p>Saves time (trainees can read faster than trainer can talk).</p> <p>Material can be kept for later use.</p> <p>Insures consistency of information.</p> <p>Engaging, active; provides a chance for in-depth insight and different perspectives.</p>	<p>Can be boring if used too long without interruption.</p> <p>Participants read at different paces.</p> <p>Difficult to measure if people are learning.</p> <p>May require more reading/writing skills than participants have; leader may have to fill in after reports.</p>	<p>Written material is used to present new information to participants</p> <p>Requires skill to select relevant material; reading skill by participants.</p>

ATTITUDINAL			
METHOD	ADVANTAGES	POSSIBLE DISADVANTAGES	COMMENTS
Role-play Mini-role-play Playing Self “movie”	(See Behavioral Methods.)	(See Behavioral Methods.)	(See Behavioral Methods.)
Doodling Portraits (of self or others)	Thought provoking; good for making thoughts and opinions more concrete, warm-up activity.	Requires participant self-direction.	Need to relate to relevant learning goals.
Simulation Games	(See Behavioral Methods.)	(See Behavioral Methods.)	(See Behavioral Methods.)
Task Groups	Sustained interaction allows quieter people to express themselves; validates participants.	Time consuming; requires great degree of self-direction and group maturity.	Keep groups small and diverse with sustained interaction and clear purpose.
Pantomime Skits	Engaging, active; good for warm-up.	Willingness and trust of group necessary.	Need to provide direction and purpose; relate method to relevant goals.
BEHAVIORAL			
METHOD	ADVANTAGES	POSSIBLE DISADVANTAGES	COMMENTS
Role-Play Mini-Role-Play	Helps retention. Allows participants to practice new skills in a controlled environment. Participants are actively involved. Observers can impact attitude and behavior.	Requires preparation time. May be difficult to tailor to all situations. Needs sufficient class time for exercise completion and feedback Requires maturity and willingness of groups; requires trainer have excellent facilitation skills.	Participants act out problem-solving situations similar to those they will encounter in their workplace. Trainer needs skill and understanding—must get people into roles, give directions, build climate of trust. Trainer needs insight into how activity may pose a threat to some individuals; ability to help group process & de-brief. Use in well-formed group. Can be structured into dyad, triad, and fishbowl.
“Movie” (role-play assisted by feedback, “more __, or less __”)	Useful in rehearsing new skills, behaviors.	(Same as for role-play, intensive and time consuming.)	

Simulation games	Intense involvement; practice skills in problem solving and decision-making; competitive.	Competitive; requires a game and possibly a consultant to help facilitate; time consuming.	A package game requires prep time for the leader to learn the rules and directions.
Tape recording with playback Videotape recording with playback	Very concrete learning tool; participant involved in judging own performance.	Criteria must be clear; feedback and assessment based on specific behaviors; requires equipment.	Trainer should establish purpose and performance criteria clearly.
Case study Mini-case study (problem situations for small groups to analyze) Critical incident (small section of case stating most critical or dramatic moment)	Requires active participant involvement. Can simulate performance required after training. Learning can be observed. Opportunity to apply new knowledge; requires judgment; good assessment tool; participants active; chance to practice skills.	Information must be precise and kept up-to-date. Needs sufficient class time for participants to complete the case. Participants can become too interested in the case content. Case study must be relevant to learner's needs and daily concerns.	Participants are given information about a situation and directed to come to a decision or solve a problem concerning the situation. Trainer needs to have knowledge and skills to "solve" the problem; may need to design own studies; compare approaches of several groups and reinforce best solutions.
"In-basket" (form of case study— "Letters, memos" etc. given to participant for response)	Helps participant clarify and crystallize thoughts, opinions, values; opportunity to apply knowledge to "real" situation.	Requires writing skills; must be relevant to participant.	Leader needs knowledge of participant's daily concerns/needs; ability to critique responses.
Demonstration Demonstration with practice (by participants)	Aids comprehension and retention. Stimulates participants' interest. Can give participants model to follow. Allows for optional modeling of desired behavior/skill; can be active; good for learning simple skills.	Must be accurate and relevant to participants. Written examples can require lengthy preparation time. Trainer demonstrations may be difficult for all participants to see well. Method more effective if participants are active; feedback must follow immediately after practice.	Participants are shown the correct steps for completing a task or are shown an example of a correctly completed task. Requires skill to model desired behavior; break procedure down into simple steps; ability to provide feedback.
Skills practice lab (small participant groups practice together).	Different points of view and feedback; participant active; good for translating information into skills.	Group should have enough knowledge or insight to coach one another.	Act as a resource to groups.

PLANNING			
METHOD	ADVANTAGES	POSSIBLE DISADVANTAGES	COMMENTS
Group discussion with decision-making regarding a new action Individual or group planning session with report	Validates maturity and needs of group members; members have best insight into their problems and needs on-the-job; group leaves session with practical, constructive and mutual goals; groups get ideas from one another.	Requires mature group that can self-direct and stay on task; time consuming.	Leader serves as resource once directions are given.

Facilitating Common Training Methods *

Brainstorm

The trainer poses a question and asks for a quick listing of responses.

Rules:

- No criticism
- Be creative
- Have fun,
- Piggyback on each other's ideas

Think of a variety of ways to ask the question to stimulate more responses from a variety of perspectives.

Caution

Some participants may have a lot to say and will speak up right away. Others may hang back. To facilitate broader involvement, you might ask everyone to write down three ideas, and then go around and have participants read their lists.

Case Histories

The trainer uses stories or descriptions of patients to help learners relate to the topic and/or solve a hypothetical problem or set of problems. The case description is typically given to a small group with a set of instructions for such tasks as diagnosing, developing treatment plans, solving compliance issues, etc.

Variation

Ask groups to create case histories from their own experiences.

Continuum

Use this method to explore the group's range of opinions on an issue. The trainer draws an imaginary line on the floor representing a continuum of opinions. The trainer asks a learner, or several, to make their statements by standing on the line somewhere between two opposing viewpoints on an issue, assuming gradations in between. The trainer facilitates a discussion, and asks for responses from various positions along the line. Participants may change their positions as they listen to others' reasoning.

Variation

Ask participants to express their place on the continuum on a printed worksheet. Collect the worksheets, shuffle them, and hand them to others. Ask people to stand on the line according to the view on their paper, and then one-by-one, read them aloud. Learners must try to express a perspective different from their own, enhancing their own understanding and options.

Forced Choice

This method is different from a continuum in that no gradation of opinion is allowed. Participants are asked to "force" themselves to choose between two viewpoints, demonstrating that many people see choices as forced, often feeling they have no good options.

Discussion

To increase interaction among learners in a discussion and enrich the dialogue, try the following:

- Arrange seating so participants can see and interact with one another.
- Pose open-ended questions.
- Resist asking questions for which only you have the "correct" answer; instead, give that information in statements.
- Draw out a number of perspectives.
- Wait for responses; try to calibrate your tolerance for quiet time—when no one is talking—to the comfort level of the group.
- Avoid jumping in with an opinion before participants get a chance to respond.
- Use flip charts and newsprint to record points for later review.
- Don't reply to all input; wait for and encourage other members to reply while you facilitate a multi-directional conversation.
- Watch people's body language. When quiet people seem to want to say something, invite them to speak.
- Refer to ground rules (which you may have stated at the beginning of training) when necessary, especially with regard to respecting other people's values and beliefs.

Graffiti Sheets

Invite participants to respond to a series of questions or stem sentences posted on butcher paper around the room. Each sheet has one question. All the sheets should relate to the same issue or general topic. Use this method to:

- Assess participants' knowledge
- Identify and explore misinformation and myths
- Determine beliefs or values
- Stimulate discussion about the responses participants posted

Presentations

Build your presentations around a few key concepts and stick to them. The following are good keys to presentation success:

- Be well prepared.
- Deliver your notes in a concise, accurate, relevant, and honest way.
- Assess the group's needs and the physical environment and adapt if/where necessary
- Focus on your learners; remain attentive to their verbal and non-verbal responses and reactions.
- Use clear language and anticipate language differences
- If you have a sign language interpreter or language translator, ask him or her to stand where the whole group can see/hear them.
- Use visual aids to engage visual learners.
- Keep it brief and follow your presentation with interactive methods

Remember

What you say is not necessarily what your listeners hear, perceive, or comprehend. Check understanding and reactions periodically by asking open-ended questions; and listening to learners during other active and interactive activities.

Role Plays

This provides an opportunity to practice skills and behaviors as well as to explore attitudes, knowledge, and feelings. Role plays force participants to apply what they are learning about a key concept or a new skill to a simulated situation. Emotions and complexities surface and the situation is experienced more fully. You can:

- Conduct role plays in front of the group as a demonstration by trainers or participant volunteers.
- Ask participants to practice in triads, taking turns with three roles: provider, patient, and observer.

Provide guidance for the observers regarding content and process for delivering their feedback and observations.

Task Groups

Small groups are often a way for quieter participants to speak up.

Ask small groups to accomplish a set task. Its purpose may be as simple as discussing reactions or sharing information, but usually includes finishing an assignment and a report back to the larger group.

Groups can share their results in a number of ways.

- Each group explains their work on one item of the task and subsequent groups add on, one item at a time until all ideas from all groups are summarized.
- Each group can talk about their entire process and the results of their work together.
- Each group can report only one item: their favorite idea, most significant idea, most surprising result, etc.

Worksheets

These handouts give guidelines for thinking or working through a complex issue or problem. They should provide opportunity and structure for learners to analyze information, to examine, question, evaluate, categorize, extrapolate, generalize, synthesize, compare, and contrast parts of the content. Worksheets are a tool for individuals or small groups.


Whip


This is an exercise in listening. The trainer poses a question, usually on addressing an opinion or feeling, and asks each participant to respond quickly in turn—either one after another around the circle or when pointed to at random. Allow participants to pass if they choose. The most valuable effect of this process is that the group hears a pattern of response, or more easily hears contrasting opinions or themes.




**Adapted from Education & Counseling for Risk Reduction (ECRR) Curriculum, Center for Health Training (based on an adaptation from Teaching About Sexuality and HIV: Principles and Methods for Effective Education, Hemlich J and Hedgepeth E, New York University Press, 1996)*

Lesson Plans

Welcome 8:30 – 9:30

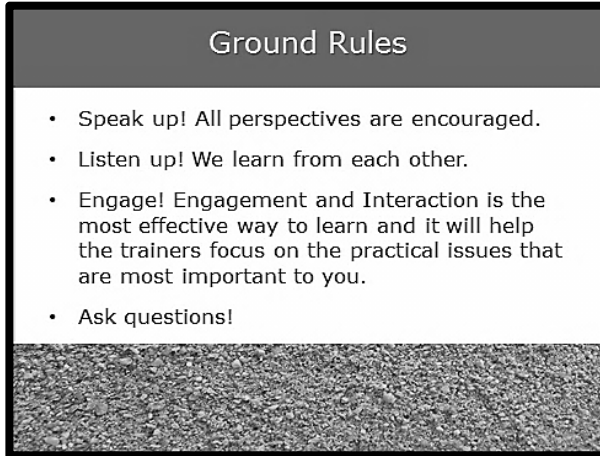
Time	Lecture Notes	Teaching Tips
<p>15 min</p>	<p style="text-align: center;">Welcome</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; padding: 5px;">Introductions</p> <div style="text-align: center; margin: 10px 0;"> <input style="width: 80%; border: 1px solid black;" type="text" value="Trainers"/> </div> <div style="text-align: center; margin: 10px 0;"> <input style="width: 80%; border: 1px solid black;" type="text" value="Participants"/> </div> <div style="text-align: right; font-size: small; margin-top: 20px;"> NATIONAL PREA RESOURCE CENTER </div> </div>	 <p>Introduce yourself and then let each instructor do a self-introduction.</p> <p>Have each training participant introduce themselves, give their job title and, if time, any other information that might be an icebreaker and help facilitate the comfort level of the group. Examples include: (1) Interesting location they have traveled to; (2) Favorite food; (3) Something interesting they have done that is not visible by looking at them (e.g., mountain biking in Nepal; visited every major league ballpark in the US; met some celebrity; shook a president’s hand; know how to tap dance; collections or hobbies). Avoid silly or embarrassing icebreaker activities and use your own creative thoughts. Participant introductions can help set the tone for the training.</p>
<p>3 min</p>	<p>Logistics</p>	<p>Indicate the location of the restroom, telephones, where people should be parking, if they can smoke on the property, and address any special needs. Ask participants to turn off their cell phones. Indicate that there will be frequent breaks that will allow time for making phone calls. Ask participants to come back on time.</p>

<p>2 min</p>	<p>Participant Materials</p>	<p>Describe the participant materials. Indicate that they will be referred to throughout the training. The materials are for them to keep.</p>
<p>1 min</p>	<p>“Parking Lot” Ideas and Questions</p>	<p>Before the training, tape 2-3 blank sheets of easel pad paper on the wall. This paper is referred to as a “parking lot” where ideas, issues and questions “park” until they can be addressed. As issues and questions arise that are not appropriate to address at that particular time or for which further information needs to be gathered, write the issue on this paper. Throughout the day, refer back to the “parking lot” to ensure the issues and questions are being addressed. There will also be time at the end of the day to address any unanswered questions.</p>
<p>3 min</p>	<p style="text-align: center;">Agenda: Day 1</p> <div data-bbox="347 1003 948 1457" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; background-color: #555; color: white; padding: 5px;">AGENDA: DAY 1</p> <ul style="list-style-type: none"> <li style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 1 PREA Update and Overview of Investigation Standards: Guidance for the Field <li style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 2 Legal Issues and Agency Liability: What Investigators Should Know <li style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 3 Investigations and Agency Culture <li style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 4 Trauma and Victim Response <li style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 5 Role of Medical and Mental Health Practitioners in Investigations <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div>	<div data-bbox="976 1003 1138 1079" style="text-align: center;">  </div> <p>Refer participants to their training materials for the agenda. Review training agenda including break and lunch schedule noting that the break times may vary slightly. Give permission for people to stand up and stretch, get a drink or use the restroom whenever needed.</p>

	<p style="text-align: center;">Agenda: Day 2</p> <div style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; background-color: #444; color: white; padding: 5px;">AGENDA: DAY 2</p> <div style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 6: First Response and Evidence Collection: The Foundation for Successful Investigations</div> <div style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 7: Interviewing Techniques: Skills Addressing the Dynamics of Sexual Abuse</div> <div style="background-color: #eee; padding: 5px; margin-bottom: 5px;">Module 8: Report Writing</div> <div style="background-color: #eee; padding: 5px;">Module 9: Prosecutorial Collaboration</div> <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div>	 <p>Refer participants to their training materials for the agenda. Review training agenda including break and lunch schedule noting that the break times may vary slightly. Give permission for people to stand up and stretch, get a drink or use the restroom whenever needed.</p>
<p>3 min</p>	<p style="text-align: center;">Course Objectives</p> <div style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; background-color: #444; color: white; padding: 5px;">Course Objectives</p> <p>The purpose of this training is to assist agencies in meeting the requirements of PREA standard 115.(3)34: "Specialized Training for Investigators" and to increase participant success in the investigative process. The training will enable participants to:</p> <ol style="list-style-type: none"> 1. Explain the legal liabilities relating to investigation of sexual abuse in confinement settings; 2. Understand the PREA standard requirements and best practice in first response, evidence collection procedures and investigation processes; <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div>	 <p>Review course objectives with participants.</p>
	<p style="text-align: center;">Course Objectives</p> <div style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; background-color: #444; color: white; padding: 5px;">Course Objectives (continued)</p> <ol style="list-style-type: none"> 3. Explain the impact of culture on investigations of sexual abuse and sexual harassment; 4. Describe the processes involved in forensic medical exams, and the role of the victim advocate; 5. Define appropriate trauma-informed and gender-informed interviewing techniques; and 6. Identify key concepts and PREA standard requirements in report writing. <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div>	 <p>Review course objectives with participants.</p> <p style="color: red;">Note: Objective #3 is only applicable if Module 3 is presented</p> <p style="color: red;">Note: Objective #4 is only applicable if Module 5 is presented</p>

3 min

Ground Rules



Ground Rules

- Speak up! All perspectives are encouraged.
- Listen up! We learn from each other.
- Engage! Engagement and Interaction is the most effective way to learn and it will help the trainers focus on the practical issues that are most important to you.
- Ask questions!



The training faculty should encourage participation and questions from the audience. Specify what you and the other trainers prefer if participants have questions (e.g., raise hand, speak out without being called upon).

Emphasize the importance of training courtesies (write them on the easel pad paper, tape it to the wall and leave it up throughout training). Courtesies might include, but are not limited to:

1. Everyone gets heard - people speak one at a time (everyone, no matter what rank, has equal weight in their opinions and thoughts)
2. Critical thinking is encouraged – keep an open mind
3. Differences are expected and accepted
4. Common ground and understanding will be sought

Parking Lot

Throughout the training, blank sheets of easel pad paper will be taped on the wall. This paper is referred to as a “parking lot” where ideas, issues and questions “park” until they can be addressed. As issues and questions arise that are not appropriate to address at that particular time or further information needs to be gathered, they will be written on this paper. Over the next three days, we will refer back to the “parking lot” to ensure the issues and questions are being addressed.

Curriculum Development Team

Rachel Bosley joined The Moss Group, Inc. as an Associate in Research and Program design in July, 2010. Ms. Bosley is as a content developer and program designer for The Moss Group, Inc. for trainings, e-learnings, curricula, and other products in areas including the Prison Rape Elimination Act (PREA); investigations; culture enhancement; and lesbian, gay, bisexual, transgender and intersex inmate/resident supervision. She is a subject matter expert in the area of the PREA standards, and conducts policy reviews, staff training reviews, and inmate education and orientation material review. She also coordinates and contributes to the design of facility sexual safety assessments among other strategies and on-site trainings in a variety of areas, including investigations. Finally, she is a subject matter expert in the area of LGBTI inmate and youth supervision and provides training content and policy review as needed. Ms. Bosley earned a Bachelor of the Arts Degree in Religious Studies and a Master's Degree in Sociology from Stanford University.

Cari Gerlicher serves as Director of the Minnesota Department of Correction's Office of Special Investigations. She is a licensed peace officer and oversees all daily operations of the agency's investigative unit. Ms. Gerlicher is also responsible for the agency's statewide crisis negotiator team and spent the past three years integrating significant training for the tactical and negotiator teams. Ms. Gerlicher has also been directly involved in the training of administrative and supervisory staff in the area of staff and offender sexual misconduct.

Prior to joining the Department of Corrections, Ms. Gerlicher served with the Minneapolis Police Department for 11 years. While with MPD, she was a Sergeant where she spent five years in criminal investigations and six years in the patrol division.

Prior to joining the MPD, Ms. Gerlicher served for five years as a Juvenile Correctional Officer with Hennepin County Court Services. She was assigned to an intensive supervision program that worked with chronic, recidivistic, juvenile offenders.

Ms. Gerlicher earned a Bachelor of Science Degree with a double major of Sociology and Youth Studies from the University of Minnesota and a Master's Degree in Public Administration from Metropolitan State University. She is also a graduate of the Northwestern University Staff and Command School.

Ms. Gerlicher is a long-term consultant for The Moss Group, Inc. as a subject matter expert and trainer in investigations. She is also the treasurer for the Minnesota Chiefs of Police Association, a member of the Minnesota Gang Task Force oversight council, a member of the FBI Joint Terrorism Task Force Executive Committee and a member of the Minnesota Joint Analysis Center's oversight council

Elizabeth Layman's 36 year career in corrections and law enforcement includes: nine years as a police officer/detective in Arlington, Virginia, including patrol, sexual assault investigations, and forensics; 16 years with Florida Corrections and Florida Parole Commission as a Parole Officer and Administrative Hearing Officer, and Regional Director, conducting hearings with thousands of inmates in prisons and jails, and as special investigator for the Office of Florida Governor.

Since 1998, Ms. Layman has been President of Price Layman, Inc., a criminal justice consulting firm. She has worked as consultant for The Moss Group, Inc., the National Institute of Corrections, Bureau of Justice Assistance, and the American Jail Association providing technical assistance and training on sexual misconduct and abuse for more than 300 jail administrators, corrections and law enforcement agencies. Ms. Layman has developed and delivered more than a dozen national curricula, including: Training for Investigators of Staff Sexual Misconduct; Preventing and Responding to Sexual Abuse in Tribal Detention Facilities; The Prison Rape Elimination Act of 2003: Impact on Law Enforcement; and has co-authored articles and manuals including: Resource Guide for New Wardens; PREA – Policy Development Guide for Sheriffs and Chiefs, Staff Sexual Misconduct with Offenders: Policy Development Guide for Community Corrections. Ms. Layman continues to work across the country to assist with implementation of PREA.

Anadora (Andie) Moss is Director of The Moss Group’s National PREA Resource Center project, and founder and President of The Moss Group, Inc., a Washington, DC-based criminal justice consulting firm established in 2002. The Moss Group, Inc. provides consulting services to federal, state and local agencies and private organizations using the expertise of experienced practitioners with a commitment to excellence. Through her organization, Ms. Moss manages multiple strategies to assist the field including implementing the Prison Rape Elimination Act, working effectively with women offenders, providing executive leadership training, delivering investigative trainings, and facilitating strategic planning.

Since 2002, Ms. Moss has managed numerous investigations trainings that are trauma-informed and gender-specific and developed publications on the issue documenting some of the unique challenges of investigating sexual abuse in correctional settings. Her company has worked in every state in the country, providing training and technical assistance to implement PREA.

Ms. Moss’ extensive history in addressing the problems associated with staff sexual misconduct and sexual abuse and assault in correctional settings. Ms. Moss believes that the enduring solution to reducing and eliminating these problems is rooted in cultural change and the implementation of a systemic approach to prevention which involves both inmates and staff.

Marcia Morgan, Ph.D., has worked in criminal justice since 1975. She comes from a law enforcement and corrections background and was appointed by the Governor to head the state Corrections Planning Task Force. She headed one of the first law enforcement all-female rape investigation teams and was the original creator of the “Anatomical Dolls” now used worldwide in 40 countries for child sexual abuse interviews. Her passion is in providing research, training, curriculum development and creating special projects around sexual assault and personal safety issues in the criminal justice system.

Dr. Morgan has written 20 national curricula on investigating staff sexual misconduct, PREA, inmate-inmate sexual misconduct, youth-staff sexual misconduct, women offenders, gender-responsive services for the National Institute of Corrections, Office of Juvenile Justice and Delinquency Prevention, American University Washington College of Law, National Commission on Correctional Health Care, Cook County (Chicago) Sheriff’s Office, Naval Brig Miramar, and others. She has conducted PREA trainings and assessments throughout the US.

She has consulted with The Moss Group for many years in the area of curriculum development and design and participated in The Moss Group's visiting practitioner program.

Jeff Shorba, J.D. serves as State Court Administrator for the Minnesota State Court System. He oversees all daily operations of the state's trial courts, court of appeals and supreme court. He is responsible for supervising division directors in the areas of finance, information technology, human resources, legal services, court services, education and organizational development and facilities management. The state court system includes 3,500 employees and 300 judges working in ten judicial districts throughout Minnesota.

Prior to joining the judicial branch, Mr. Shorba served as Assistant Commissioner for Management Services and Legal Counsel at the Minnesota Department of Corrections. As Assistant Commissioner, Mr. Shorba reported to the Commissioner of Corrections and oversaw the departments of: policy and legal services, finance, information technology and human resources. In addition he supervised personnel coordinating agency religious services and diversity. He also served as legal advisor to the Minnesota Sentencing Guidelines Commission and Secretary to the Minnesota Pardons Board.

Prior to joining the Minnesota Department of Corrections, Mr. Shorba served for eight years as Associate General Counsel, U.S. Department of Justice, Federal Bureau of Prisons in Washington, D.C. Mr. Shorba was in charge of the Legislative and Correctional Issues Branch where he provided legal advice on policy development, legislative affairs and institution operational issues. He developed special expertise in the areas of religious services, sentence computation, emergency preparedness use of force, treatment programs, medical services, privatization and death penalty procedures.

Mr. Shorba is a long-term consultant with The Moss Group, Inc. as a trainer, technical assistance provider and subject matter expert in investigations, and policy development. He has served as vice-chair of the American Correctional Association (ACA) Legal Issues Committee and co-chair of the American Bar Association (ABA) Corrections and Sentencing Committee. He has conducted training at numerous national conferences and seminars including those sponsored by the ACA, ABA, National Institute of Corrections, Federal Bar Association and the Federal Judicial Center. He has also served as an adjunct professor at the School of Public Affairs at the American University in Washington, D.C.