

# Appendix 9: Excerpted SARTCP training agenda

Below is an excerpt from the SARTCP training agenda that was used for an introductory training session on PREA for line staff.

Objective	Estimated Time	Content Outline and Notes
	15 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>&gt; Introduction of trainer</li> <li>&gt; Introduction of students</li> <li>&gt; Housekeeping issues</li> <li>&gt; Lesson overview</li> <li>&gt; Objectives for the lesson</li> </ul>
<p>Define strategies of the Prison Rape Elimination Act (PREA).</p> <p>Identify at least three types of sexual assault.</p> <p>Define sexual assault in a confinement setting.</p>	24 minutes	<p><b>Lesson 1: Basic Sexual Assault Education</b></p> <p><b>PREA Basics/History</b></p> <ul style="list-style-type: none"> <li>&gt; PREA legislation history</li> <li>&gt; PREA strategies</li> <li>&gt; Applications, goals, and definitions</li> </ul> <p><b>Facilitated Discussion</b></p> <ul style="list-style-type: none"> <li>&gt; What are your definitions of sexual assault?</li> <li>&gt; How do you expect a victim to react to being sexually assaulted?</li> <li>&gt; How would you handle it, if someone disclosed to you right now?</li> </ul> <p><b>Three Types of Sexual Assault</b></p> <ul style="list-style-type: none"> <li>&gt; Stranger sexual assault</li> <li>&gt; Non-stranger sexual assault</li> <li>&gt; Institutional sexual assault</li> </ul> <p><b>Definitions of Sexual Assault</b></p> <ul style="list-style-type: none"> <li>&gt; Inmate-on-inmate sexual assault</li> <li>&gt; Staff-on-inmate sexual assault</li> <li>&gt; Sexual harassment</li> <li>&gt; Definition of vulnerable populations</li> </ul>
Describe reactions victims may have.	9 minutes	<p><b>Reactions of Victims</b></p> <ul style="list-style-type: none"> <li>&gt; Withdrawal, depression, feelings of guilt</li> <li>&gt; Angry, aggressive, combative behavior</li> <li>&gt; Overly sexualized</li> <li>&gt; Changes in behavior and personality</li> </ul>
List differences in sexual assault in a confinement setting.	9 minutes	<p><b>Three Ways Sexual Assault Is Different in Confinement</b></p> <ul style="list-style-type: none"> <li>&gt; Victim lives with the perpetrator in most cases.</li> <li>&gt; It is difficult to access services confidentially.</li> <li>&gt; Victim must worry about retaliation from others.</li> </ul>

Objective	Estimated Time	Content Outline and Notes
List service options for victims/ survivors.	8 minutes	<p><b>Typical Services Available for Sexual Assault Victims/Survivors</b></p> <ul style="list-style-type: none"> <li>&gt; Hotline</li> <li>&gt; Information and referral</li> <li>&gt; Individual and group counseling</li> <li>&gt; Medical and legal advocacy and accompaniment</li> </ul> <p><b>Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>&gt; What services can be provided in the institutional setting? What services cannot be provided?</li> </ul>
<p>Identify the importance of trauma-informed reactions to disclosures.</p> <p>Discuss the importance of words and physical response to a disclosure.</p>	8 minutes	<p><b>Lesson 2: First Responder Duties</b></p> <p><b>Trauma-Informed Response</b></p> <ul style="list-style-type: none"> <li>&gt; Victims need to know that they are believed.</li> <li>&gt; Knowledge is powerful for victims/survivors. It is important for them to know what is going to happen for reporting. <ul style="list-style-type: none"> <li>• Who will they talk to?</li> <li>• Where will they go?</li> <li>• What is the process?</li> </ul> </li> </ul> <p><b>Physical Reaction to a Disclosure</b></p> <ul style="list-style-type: none"> <li>&gt; Try to stay relaxed.</li> <li>&gt; Don't appear to close yourself off from the victim/survivor; for example, do not fold your arms in front of your chest.</li> <li>&gt; Don't step back from the victim.</li> </ul> <p><b>Importance of Choice of Words</b></p> <ul style="list-style-type: none"> <li>&gt; Do not make victim-blaming statements/questions. <ul style="list-style-type: none"> <li>• "What were you doing with that loser?"</li> <li>• "You should know better than to trust him/her."</li> <li>• "What did you think would happen if you were acting that way?"</li> </ul> </li> <li>&gt; Intonation should be a normal conversational tone; no yelling or raising your voice.</li> </ul>
<p>Identify responsibilities when a disclosure is received.</p> <p>Identify follow-up responsibilities to a disclosure.</p>	12 minutes	<p><b>Adult Rehabilitation Center Staff Section</b></p> <p><b>Basic Responsibilities When Receiving an Immediate Disclosure (within the past seven days)</b></p> <ul style="list-style-type: none"> <li>&gt; Separate the victim and the alleged perpetrator by taking them to separate locations.</li> <li>&gt; Determine whether there is any immediate medical need. If so, contact 911.</li> <li>&gt; Ask basic questions: <ul style="list-style-type: none"> <li>• Are you hurt?</li> <li>• Where did this happen?</li> <li>• Who did this?</li> <li>• When did this happen?</li> </ul> </li> <li>&gt; Talk to the victim/survivor about not doing the following actions that could destroy possible evidence: <ul style="list-style-type: none"> <li>• washing</li> <li>• brushing teeth</li> <li>• changing clothes</li> <li>• urinating</li> </ul> </li> </ul>

Objective	Estimated Time	Content Outline and Notes
		<ul style="list-style-type: none"> <li>• defecating</li> <li>• smoking</li> <li>• drinking</li> <li>• eating</li> </ul> <p><b>Responsibilities When Receiving a Delayed Disclosure (more than seven days ago)</b></p> <ul style="list-style-type: none"> <li>&gt; Separate the victim and the alleged perpetrator by taking them to separate locations, if applicable.</li> <li>&gt; Notify the shift supervisor.</li> </ul> <p><i>It is important to review all six flowcharts. Each one is different, depending on who the alleged perpetrator is.</i></p> <p><b>Follow-up with the Victim/Survivor</b></p> <ul style="list-style-type: none"> <li>&gt; The victim/survivor chose you to disclose to and it is important to acknowledge that.</li> <li>&gt; It is important to remind victims that there is help for them.</li> </ul>
<p>Identify responsibilities when a disclosure is received.</p> <p>Identify follow-up responsibilities to a disclosure.</p>	<p>12 minutes</p>	<p><b>Juvenile Detention Center Staff Section</b></p> <p><b>Responsibilities When Receiving an Immediate Disclosure (within the past seven days)</b></p> <ul style="list-style-type: none"> <li>&gt; Separate the victim and the alleged perpetrator by taking them to separate locations.</li> <li>&gt; Determine whether there is any immediate medical need. <ul style="list-style-type: none"> <li>• If so, contact 911 and call Code Green and make a report to DCF (child protection agency).</li> </ul> </li> <li>&gt; Ask basic questions: <ul style="list-style-type: none"> <li>• Are you hurt?</li> <li>• Where did this happen?</li> <li>• Who did this?</li> <li>• When did this happen?</li> </ul> </li> <li>&gt; If the incident occurred within the past seven days, the first responder should talk to the victim/survivor about not doing the following actions that could destroy possible evidence: <ul style="list-style-type: none"> <li>• washing</li> <li>• brushing teeth</li> <li>• changing clothes</li> <li>• urinating</li> <li>• defecating</li> <li>• smoking</li> <li>• drinking</li> <li>• eating</li> </ul> </li> </ul> <p><b>Responsibilities When Receiving a Delayed Disclosure (more than seven days ago)</b></p> <ul style="list-style-type: none"> <li>&gt; Separate the victim and the alleged perpetrator by taking them to separate locations.</li> <li>&gt; Notify the shift supervisor.</li> <li>&gt; Make a report to DCF (child protection agency).</li> </ul> <p><b>Follow-up with the Victim/Survivor</b></p> <ul style="list-style-type: none"> <li>&gt; The victim/survivor chose you to disclose to, and it is important to acknowledge that.</li> <li>&gt; It is important to remind victims that there is help for them.</li> </ul>

Objective	Estimated Time	Content Outline and Notes
<p>Describe confidentiality in the adult setting.</p> <p>Discuss appropriate actions to take with regard to confidentiality.</p>	20 minutes	<p><b>Lesson 3: Confidentiality in the Adult Setting</b></p> <p><b>Confidentiality</b></p> <ul style="list-style-type: none"> <li>&gt; No matter who the alleged perpetrator is, it is important that as few people as possible become aware of the details.</li> <li>&gt; Be clear with the victim/survivor about what you as a staff member are required to report and who you are required to report to.</li> </ul> <p><i>Thank you so much for trusting me to tell me about this. I am required to report this, but I will not talk about this with anyone other than the people I am required to report this to. (Indicate the types of people who must be notified.)</i></p> <p>It is important to understand the confidentiality policies of the victim service provider that may come into the facility or that the inmate may go to see in the community.</p> <p><b>Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>&gt; What are the differences in the confidentiality policy of the DOC and that of the victim service provider?</li> <li>&gt; How could these two policies/philosophies clash?</li> <li>&gt; How would you handle that?</li> </ul>
<p>Describe confidentiality in the juvenile setting.</p> <p>Discuss appropriate actions to take with regard to confidentiality.</p>	20 minutes	<p><b>Lesson 3: Confidentiality in the Juvenile Setting</b></p> <p><b>Confidentiality</b></p> <ul style="list-style-type: none"> <li>&gt; No matter who the alleged perpetrator is, it is important that as few people as possible become aware of the details.</li> <li>&gt; Be clear with the victim/survivor about what you as a staff member are required to report and who you are required to report to.</li> </ul> <p><i>Thank you so much for trusting me to tell me about this. I am required to report this, but I will not talk about this with anyone other than the people I am required to report this to. (Indicate the types of people who must be notified.)</i></p> <ul style="list-style-type: none"> <li>&gt; It is important to understand the confidentiality policies of the victim service provider that may come into the facility or that the inmate may go to see in the community.</li> <li>&gt; Know the differences for those over and under the age of 14 when it comes to the services a victim service provider can offer. <i>(Note: This varies from state to state.)</i></li> </ul> <p><b>Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>&gt; What are the differences in the confidentiality policy of the DOC and that of the victim service provider?</li> <li>&gt; How could these two policies/philosophies clash?</li> <li>&gt; How would you handle that?</li> </ul>
<p>Identify the positions/people who are likely to be disclosed to.</p>	7 minutes	<p><b>Lesson 4: Internal Reporting Options</b></p> <p><b>Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>&gt; What staff positions do you think victims/survivors might be likely to report to?</li> <li>&gt; Why do you think so? What makes that position/person one who may be reported to?</li> </ul>

Objective	Estimated Time	Content Outline and Notes
<p>Identify methods residents can use to report internally.</p> <p>Identify how residents are informed of these options.</p>	8 minutes	<p><b>Internal Reporting Options – Adult Facility</b></p> <p><b>Methods of Reporting:</b></p> <ul style="list-style-type: none"> <li>&gt; Report to a staff member verbally.</li> <li>&gt; Report by filling out an Informal Communication Form and putting it in the secure box.</li> </ul> <p><b>Notification of Reporting Methods</b></p> <ul style="list-style-type: none"> <li>&gt; ARC handbook</li> </ul>
<p>Identify methods residents can use to report internally.</p> <p>Identify how residents are informed of these options.</p>	8 minutes	<p><b>Internal Reporting Options – Juvenile Facility</b></p> <p><b>Methods of Reporting:</b></p> <ul style="list-style-type: none"> <li>&gt; Report to a staff member verbally.</li> <li>&gt; Report by filling out an Informal Communication Form and putting it in the secure box.</li> </ul> <p><b>Notification of Reporting Methods</b></p> <ul style="list-style-type: none"> <li>&gt; JDC handbook</li> </ul>
<p>Identify methods residents can use to report externally.</p> <p>Identify how residents are informed of these options.</p>	20 minutes	<p><b>Lesson 5: External Reporting Options – Adult Setting</b></p> <p><b>Methods of reporting:</b></p> <ul style="list-style-type: none"> <li>&gt; Olathe Police Department</li> <li>&gt; Johnson County Sheriff’s Department</li> </ul> <p><b>Notification of reporting methods</b></p> <ul style="list-style-type: none"> <li>&gt; ARC handbook</li> <li>&gt; DOC website</li> </ul>
<p>Identify methods residents can use to report externally.</p> <p>Identify how residents are informed of these options.</p>	20 minutes	<p><b>Lesson 5: External Reporting Options – Juvenile Setting</b></p> <p><b>Methods of Reporting:</b></p> <ul style="list-style-type: none"> <li>&gt; KDHE (health department)</li> <li>&gt; Kansas Child Abuse Hotline/Kansas Protection Report Center</li> <li>&gt; Olathe school personnel</li> </ul> <p><b>Notification of Reporting Methods</b></p> <ul style="list-style-type: none"> <li>&gt; JDC handbook</li> <li>&gt; DOC website</li> </ul>
<p>Identify reasons victims/survivors don’t report.</p> <p>Identify additional barriers to reporting for incarcerated victims.</p>	20 minutes	<p><b>Lesson 6: Fears/Concerns About Reporting</b></p> <p><b>Reasons Victims Do Not Report</b></p> <ul style="list-style-type: none"> <li>&gt; fear that no one will believe them</li> <li>&gt; fear that they will lose friends and/or loved ones</li> <li>&gt; fear that no one will understand</li> <li>&gt; fear that no one else has to deal with this</li> </ul> <p><b>Additional Barriers that Incarcerated Victims Face</b></p> <ul style="list-style-type: none"> <li>&gt; retaliation from other inmates</li> <li>&gt; retaliation from staff members</li> </ul>

Objective	Estimated Time	Content Outline and Notes
<p>Discuss sexual orientation and gender identity.</p> <p>Identify risks relating to sexual assault for this population.</p>	20 minutes	<p><b>Lesson 7: Working with LGBTQI residents</b></p> <p><b>Definitions and Terms</b></p> <ul style="list-style-type: none"> <li>&gt; Asexual</li> <li>&gt; Bisexual</li> <li>&gt; Gay</li> <li>&gt; Gender expression</li> <li>&gt; Gender identity</li> <li>&gt; Gender nonconforming</li> <li>&gt; Intersex</li> <li>&gt; Lesbian</li> <li>&gt; Queer/questioning</li> <li>&gt; Sexual orientation</li> <li>&gt; Straight/heterosexual</li> <li>&gt; Transgender</li> </ul> <p><b>Risk Factors for This Population in a Facility Setting</b></p> <ul style="list-style-type: none"> <li>&gt; often a more vulnerable segment of inmate population</li> <li>&gt; sometimes more feminine in appearance and demeanor</li> <li>&gt; often considered a potential threat by other inmates, staff, or both</li> <li>&gt; often perceived as a molester, whether true or not, by other inmates, staff, or both</li> <li>&gt; often a potential target for physical and psychological abuse by other inmates, staff, or both</li> </ul>
<p>Identify retaliation methods used in a facility setting.</p> <p>Identify potential perpetrators.</p>	15 minutes	<p><b>Lesson 8: Protecting Victims from Retaliation</b></p> <p><b>Retaliation Methods</b></p> <ul style="list-style-type: none"> <li>&gt; physical abuse</li> <li>&gt; verbal harassment</li> <li>&gt; psychological abuse</li> <li>&gt; repeat victimization</li> </ul> <p><b>Potential Perpetrators</b></p> <ul style="list-style-type: none"> <li>&gt; friends of the accused perpetrator on the inside</li> <li>&gt; friends or relatives of the accused perpetrator on the outside</li> <li>&gt; head inmate of the unit and/or block</li> <li>&gt; staff member</li> </ul>
	30 minutes	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>&gt; Summary review of information covered in this lesson</li> <li>&gt; Q&amp;A session to check learning</li> <li>&gt; Lesson wrap-up/summary</li> </ul>